

Intent: When children leave Bolton, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. **Personal, Social, Health and Economic Education** – plays a huge part in this.

Implementation: EYFS – children begin to learn about PSHE through small group or whole class activities that link with understanding the world. They begin to learn empathy and compassion by completing circle time, playing games and learning about situations personal to them. They join in with their Y1 & 2 peers with discussion and key learning activities where appropriate.

All children from Y1 – 6 are taught PSHE using engaging and thoughtful texts and units from Mary Myatt's Teachers' Collection. (See PHSE at Bolton for more detail). It runs on a two-year cycle and children are taught in three age-groups. The School uses the PHSE association guidance and programme of study. This is split into Health, Well-being, Relationships and Living in the Wider World. In KS2 children cover two units to develop their understanding of money that build on each other. The PHSE units alternate with Worldviews and Religion and are usually in 6 week sequences.

Alongside the allocated PHSE time, one assembly each week has a PHSE focus and children do either P4C, Wellbeing, or Circle-time activities monthly.

Different teaching methods are actively promoted including role play, artistic responses, discussion and collaborative learning.

Children also have discreet Relationship, Health and Education Sessions with a specialist. Y5/6 children do the Real Love Rocks programme from Barnardos that covers online safety, grooming, relationships and different kinds of families is covered biannually. (See RHSE at Bolton for more detail).

All children have a well-being/ citizenship task weekly for set homework on Google Classroom to enhance learning and engage parents with this important subject.

Impact: Our children are able to talk about their emotions, empathise with others and understand that different people have different viewpoints. They articulate their thoughts and feelings in a climate of openness, trust and respect and know when and how they can seek the support of others. Academic development and progress is improved through helping to break down any social and emotional barriers to learning. All our pupils have self-confidence and good self-esteem. They are developing and acquiring a range of skills through this subject that will help them to succeed both at school and in the wider world.

SEND:

Our PSHE curriculum works in a way so that **all** children can access it. Often children are working in small groups or in mixed-ability pairs. Responses are encouraged in a range of formats so that there is not an expectation of longer written tasks to show learning and understanding in this subject.



Cross-curricular links: drama, arts, literacy, geography, RHSE, P4C, maths and worldviews and religion and assemblies.

Subject: PSHE Personal, Social, Health and Economic Education

Planning: Plans are taken from ideas from Mary Myatt's Teachers' Collection. Teaching and learning is very much based on the needs of current cohorts and opportunities are embraced to develop, inform and support children where possible such as the NSPCC assemblies in Aut 24.

Monitoring and Assessment:

- Teachers use talk, engagement and responses to assess children.
- Book looks, learning walks, staff meetings help to check for quality teaching and learning.

Next Steps:

- Subject lead to share and monitor how the new 2 year PHSE curriculum is developing.
- Pupil survey / pupil voice about the subject and what they enjoy and helps them to learn and remember to be carried out in 2025
- Check pupil understanding and application of what they are learning in this subject in other areas of school life.
- Subject lead to monitor the above in Class 1 and review the teaching and learning in Class 1.

EYFS

ELG 3 – Show an understanding of their own feelings, and those of others, and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want, and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately, even when engaged in activity, and show ability to follow instructions involving several ideas of actions.

ELG 4 – Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong, and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

ELG 5 – Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.