



## PSHE at Meadowbank Primary School

### Introduction

At Meadowbank Primary School we are committed to achieving the best for all of our Meadowbank Family. Our success is evidenced in the fulfilment of our Mission **'Life Long Learners, Leaders of Change, Lasting Legacy'** and our vision that all will **'Flourish and Inspire.'**

The Teaching and Learning approach is at the core of our school and explains how learning is at the centre of all that we do. Each one of us are aspirational for our children and for each other with our vision being that all will 'Flourish and Inspire.' The approach that we take ensures that everyone is committed to achieving a high quality consistent approach to learning where we are dedicated to providing a unique curriculum which begins with the needs of the learner. Our inclusive approach ensures that all children grow as independent and confident individuals who will be successful lifelong learners and have a voice in their learning and development.

### Our School Values are: -

Community  
Respect  
Aspiration  
Achievement  
Collaboration

### Our Indicators of Success are for everyone to be: -

Safe and happy  
Curious and Confident  
Supported and Challenged  
Included and Valued  
Active and Healthy



## OUR MISSION

### AS LIFE LONG LEARNERS



**Limitless Learning:** You never stop learning. New knowledge and skills excites us and makes us want to find out about all the things we don't even know.



**Belonging Together:** Working as a team together and across our schools with a shared mission and vision so that we are all on a learning journey together. When we learn as one family we are more powerful.



**Nurturing Ambition:** Following your dreams and goals because they make life exciting. Having goals makes you challenge yourself. Having ambition helps you find your way so you can aim for whatever you want to achieve.

### AS LEADERS OF CHANGE



**Change Makers:** We change things for the future so the world is a better place for everyone. We make a difference to improve lives for all.



**Developing the minds of tomorrow:** Influencing the lives of others to achieve goals.



**Empowering Everyone:** Building trust and valuing each other in school and across our schools so that we can make positive contributions. We act as one team, one family who learns.

### OUR LASTING LEGACY



**Excellence For All:** A curriculum that helps to prepare you for your life. Learning that makes you buzz with excitement.



**Making It Matter:** Being the best that we can be so that we are ready for our future. Making every moment special and trying our best. We are proud of our achievements and of each other's.



**Ready For the Future:** We stretch ourselves preparing for the future so we are ready for new adventures.

***'Our education system has to prepare children for a world we cannot imagine'***  
**Dylan Wiliam 2013**

### **As Lifelong Learners...**

**"You never stop learning. New knowledge and skills excite us and makes us want to find out more about all the things we don't even know." Children's Leadership Team 2019**

### **PSHE Learning Intention**

Through rich and deep learning experiences at Meadowbank Primary School, our PSHE curriculum equips children with meaningful skills to be lifelong learners within our community in this ever changing world. Children will feel empowered to articulate their personal morals, awareness of British Values and through their development of their self-awareness, relationships and social skills, Meadowbank learners will understand beliefs and values of others and appreciate that there is more than one way to see the world. Children will flourish and inspire through unique, purposeful enrichment and competitive opportunities that will build upon their cultural capital, allowing them to discover a world beyond the classroom and become leaders of change.

### **Aims**

- To help prepare children to thrive in their community in this ever changing world.
- To enable every child to build on cultural capital through engaging with real-life experience.
- To empower learners to ask and answer their own questions to build on their self-awareness.
- To facilitate learners in making decisions about their own bodies and relationships.
- To inspire children to build resilience through a range of restorative approaches.
- To immerse children, through relevant learning experiences, developing an understanding of the core. British Values

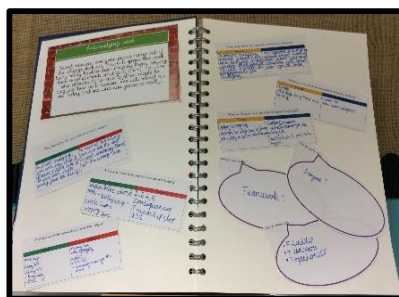


### As Leaders of Change...

**“We change things for the future so the world is a better place for everyone. We make a difference to improve lives for all”. Children’s Leadership Team 2019**

#### Learning Journey (Implementation)

PSHE at Meadowbank encompasses a cross curricular approach, following the children’s enquiry within our half termly themes. Through providing rich learning experiences, children are enabled to build resilience and develop a sense of their positive inclusion in our school and their community. Enhanced by the Jigsaw scheme, PSHE at Meadowbank allows children to develop their emotional literacy, providing learning that will help children navigate their world by developing positive relationships with themselves and others. PSHE is planned, for each year group, using the PSHE progressive skills, knowledge and vocabulary maps which enable teachers to ensure they are always planning for the next steps in learning, immersing children across school within the six main Jigsaw areas: being me, celebrating diversity, dreams and goals, healthy me, relationships and changing me. As a school, children are exposed to learning in a variety of ways, such as circles, outdoor and experiential learning, giving the children the opportunity to develop key life skills. It is the role of adults to facilitate discussion, empowering children to ask meaningful questions, which will continually develop their social skills, appreciation and understanding of the beliefs and values of others, to encourage them to flourish throughout their Meadowbank journey and beyond to become Lifelong Learners.



#### Learning Environment and Immersion

To ensure our children are well-rounded individuals of society (and also building on cultural capital) we ensure children are exposed to a wide variety of rich and innovative experiences, such as: outdoor learning, additional roles and responsibilities across school and immersive, multi-sensory learning. All of which are celebrated through collective worship, learning environments and school assemblies to promote a high profile. Oracy is embedded through empowering children to articulate their own values and beliefs, along with their personal understanding of the PSHE curriculum.

#### Assessment for Learning

PSHE assessment is captured by referring back to the PSHE progression of skills, knowledge and vocabulary maps throughout learning. Curriculum journals and progression maps are used to inform the medium term planning and learning journey for each half term, through a thematic approach within the learning experiences, which are guided by the children. This is used to inform planning and map coverage across the year as well as include the children’s voice and their questions, interests and experiences. Personalised short term planning allows teachers to respond to the children’s questions, encouraging learning to evolve and ensuring that teachers plan for children to demonstrate their understanding in a range of ways. Within the PSHE learning journals for each year group, the sequence of learning is captured through a celebration of the children’s learning within the subject; examples of work, images and videos, pupil voice, voice recordings to develop oracy, notes written by the children during discussion and cross curricular approaches to PSHE learning. Feedback is given verbally during PSHE lessons so that each child can address and explore

**A Lasting Legacy...**  
**"Being the best that we can be so that we are ready for our future. Making every moment special and trying our best. We are proud of our achievements and of each other." Children's Leadership Team 2019**

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### Buddies Year 5-6, January 2020

The PSHE team are responsible for the rigorous monitoring of PSHE through book and planning looks, pupil voice, lesson pop ins and whole school CPD. Ongoing analysis of outcomes enables the PSHE leaders to identify vulnerable groups of children across school and support staff in enabling children within these groups to make accelerated progress. Feedback to staff then informs next steps in monitoring and support so that there can be personalised and effective JPD planned to address areas for development. Our children are involved in this monitoring process in a number of ways across the academic year. Children are empowered to talk about their learning through the curriculum journals and PSHE learning journals during pupil voice opportunities. Our children build on their understanding of PSHE learning and make links to other areas of the curriculum and wider world.

At Meadowbank teachers are role models of lifelong learning through collaboration and pedagogical research, with our partners across the Education Learning Trust and other local schools. We support the growth of all adults at every level which accelerates the progress and outcomes for children and creates a successful teaching and learning culture that leaves a lasting legacy. Therefore, at Meadowbank Primary School professional development is an investment in our valued staff as leaders of learning, in the enrichment of our children and in the very fabric of our school. This investment will no doubt reap rewards and bring about raised standards in all that we do.

Date	Document version	Document Revision History	Document Author / Reviewer
10.07.2018	1.4	Policy reviewed	S Cawley
28.02.2020	2.0	Reviewed – Significant changes	V Megram/H Watson

