

Notes on use:

Use these suggestions as starting points and add any extra information to the boxes. Keep examples of the evidence together with this overview.

Leadership

- PSHE Leader: D Aboobaker
- Link Governor:
- SIP priority 2024-2025
 - To offer a range of activities to promote all children's wellbeing and mental health
 - To promote lifelong and wider learning using PHSE, British Values, citizenship, golden rules and 5Rs and nurturing all children to become responsible members of a global community.
 - To further embed SCERTS throughout the school, including the playground and at home to help all pupils self-regulate and manage their own emotions.
- British Values assembly
- Prepared PSHE evaluation forms for staff/pupils
- Planning, assessment and learning walk around school to monitor displays
- Organise themed weeks
- Trips out of school to the local community and other relevant destinations eg. Houses of Parliament
- Charity collections for a variety of related organisations
- Coordinate with other subject leads for Healthy Eating, Outdoor Provision, PE etc

Resources

- PSHE themed displays around the school
- Concrete resources available from subject Lead
- Resources available on Purple Mash, BBC website, Youtube
- Visitors and workshops in school

Curriculum – see attached

Assessment

- Engage Pupil voice to assess breadth of PSHE
- End of term assessment through planning, displays, questionnaires (children/staff)
- Written / art work linked to topic
- Linking to British Values
- Feedback from Team leaders about subject teaching
- Share feedback with staff in INSET
- Feeding back to Governors

Personal, Social, Health and Economic (PSHE) Education

at

Yeading Infant and Nursery School

Curriculum Objectives

EYFS (Development Matters):

- Children should manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.
- they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.
- Through interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably.

KS1 (National Guidance)

- To teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- Respect for others should be taught in an age-appropriate way
- Relationships Education teaches about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Pupils

- Y-team surveys and interviews as appropriate
- Demonstrate love for learning, engagement and enjoyment through sharing children's work in newsletter
- Encouraged to engage in deeper thinking, through high-quality questioning, debating and P4C
- Learn and develop new skills to;
 - a. self regulate and manage their own emotions
 - b. Be more tolerant of other people's faiths and cultural beliefs
- Apply learning to real-life situations and roles

Improvement Outcomes

- Children exposed to different religions and festivals
- Children are aware of beliefs and other religions present in British society
- Children are confident, resilient, resourceful and tolerant

Teaching

- High expectations
- High level of subject-specific knowledge
- Consistency through shared expertise, training and INSET
- Creative, engaging, motivating, stimulating
- Trips and visitors, curriculum enrichment days / weeks