



## PSHE

### Intent

At West Park we adopt a Visible Learning approach that enables children to become resilient learners that strive to challenge themselves to be the best they can be. Our intent is to deliver a curriculum that is inclusive and accessible to all pupils. Personal, Social, Health, Economic Education (PSHE) at West Park School is embedded in all that we do to enable our children to become healthy, confident, independent and responsible members of society. Our PSHE curriculum aims to support the development of the 'whole child', by helping them to understand how they are developing personally as well as promoting their social, mental and physical development. Through our discreet lessons as well as wider cross curricular approach to teaching PSHE, children are taught how to keep themselves safe, physically and emotionally.

We aim for pupils to have the confidence to become morally aware when tackling spiritual, moral, social and cultural issues they may face growing up. We encourage children to be reflective learners and to have their own views but to equally be respectful and tolerant to those that choose to live their lives differently. Having the ability to understand how to live a safe and healthy life is very important and we aim to equip children with the knowledge and skills to make informed decisions. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

### Implementation

At West Park we offer a balanced curriculum that builds upon learning year upon year.

- All pupils have a weekly PSHE lesson which lasts for 40 minutes, delivered by teaching staff

The PSHE scheme of work covers the following broad themes:

- Keeping/Staying Safe
- Being Responsible including Anti-bullying week
- Feelings and Emotions
- Our World (Money/Finance) / Computer Safety
- Growing up and Relationships
- Keeping and Staying Healthy

Visitors such as the emergency services, the school nurse, the NSPCC and workshop groups complement our PSHE curriculum to offer additional learning opportunities.

Assemblies and whole school awareness weeks/days are also planned to cover any additional sessions that would benefit the whole school.

Pupils are given opportunities to develop in confidence including through:

- Delivering assemblies
- Being leaders – sports, maths and English
- Digital Ambassadors
- Young Interpreters
- School and Eco Councils

Staff are supported to deliver effective PHSE sessions with regular CPD opportunities. The school also works with a specialist PSHE consultant to drive best current practice.

## Early Years

The Foundation Stage in the Foundation Stage PSHE is covered through the PSED strands of the Early Years Framework which is split into three areas, Making Relationships, Self Confidence and Self Awareness and Managing Feelings and Behaviour. These areas are interwoven throughout all areas of the Early Years curriculum and are a focus throughout the year.

## Impact

Through our PSHE curriculum, we aim to equip children to be confident in

- understanding their rights and being able to communicate their needs
- staying safe i.e. road safety, water safety and safety online
- having strategies to deal with and regulate difficult emotions and situations including bullying (including online)
- knowing how to report problems and ask for help both in and outside of school including online.
- understanding how to look after their physical and mental health and wellbeing
- understanding and recognising the characteristics of healthy and unhealthy relationships and knowing what to do when a relationship is problematic and they or others are unhappy.
- coping with change, bereavement, and loss
- understanding the physical and emotional changes associated with growing up and going through puberty.

The PHSE subject lead regularly monitors and evaluates the PSHE curriculum. This is done a termly basis by

- monitoring of books/ planning
- monitoring assessment evidence (seesaw)
- pupil voice/staff voice