



Intention, Implementation Impact

Intention
<p>Our PSHE and RSHE work aims to equip children with essential skills for life; it intends to develop the whole child through carefully planned lessons that develop depth and knowledge, skills and attributes children need to protect and enhance their lives and wellbeing. Through lessons, themed days and assemblies, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly and positively participating in society around them. At Stonelow, successful PSHE/RSHE curriculum coverage is a vital tool in preparing children for life now and in the future. Lessons have their foundations in seeing each and everybody's value in society, from appreciation of others, to promoting strong and positive views of self for example. Our units cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident members of their community. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help. RSHE themes support healthy friendships and relationships, sex and health education, which are fully in line with government expectations. Our planned work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. The scheme of work fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE/RSHE curriculum.</p>
Implementation
<p>Our PSHE scheme of work and RSHE curriculum is designed to be taught in thematic units, which consist of key questions, included on the overview. PSHE/RSHE Learning Journey Record books suggest when these units should be taught which progresses each year with recap and recover opportunities throughout. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE/RSHE education regularly (each week) at a depth that is appropriate for the age and stage of the child/children in each class. Lessons also signpost key words, building a rich, accurate vocabulary to develop a deeper understanding. Our PSHE/RSHE units are designed to be delivered in a creative manner, using many approaches such as role play, discussion, stimulus resources and games with groups of various sizes, including full classes. Activities enable children to build confidence and resilience. Communicating with parents and carers about how and why each theme is covered and suggestions for extending the learning at home is fulfilled wherever possible. Assessment for learning opportunities are built into each lesson and enhanced by the Learning Journey Records, which enable self-evaluation and reflective learning and allow teachers to evaluate and assess progress. Each unit should begin with a discussion of children's existing knowledge and experience/prior learning, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning. Teachers deliver sessions in class, combined with whole school assemblies, themed days and projects.</p>
Impact
<p>Stonelow's PSHE/RSHE planned work provides children and staff with an effective curriculum for wellbeing. Children are enabled to develop the vocabulary and confidence needed to clearly 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. They will apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part. Our work supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, wrap language around feelings and behaviours, practise self-care and contribute positively to the wellbeing of those around them. Successful PSHE/RSHE education can have a positive impact on the whole child, including their academic development and</p>

progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHE/RSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they may face. Our work will be used as a whole-school approach to positively impact wellbeing, safeguarding and SMSC outcomes. This can ensure that all children are able to develop the knowledge, skills and attributes they need to succeed at school and in the wider world, taking with them skills for their whole life.