



## Intent, Implementation and Impact

Intent	Implementation	Impact
<p>At Pyrford, our overall aim is to develop well-rounded, mentally and physically healthy individuals. We endeavour to build the strong foundations needed for the children to have a successful and safe future in relationships, self-development, in the next steps in their education and future employment and lives.</p> <p>We strive to deliver a whole-school, experiential approach to a PSHE curriculum. We demonstrate that PSHE is imparted across the whole-school day with interaction from and by the whole-school community. PSHE is not only a curriculum taught through discrete and embedded lessons, but an ongoing education to develop our children mentally, emotionally and physically.</p> <p>We always consider the education, emotional and physical needs, cultures, genders, sexualities and family and personal circumstances of all children in our school when planning discrete lessons and when working with and talking to</p>	<p>At Pyrford, we teach our children the PSHE focussed issues, Relationships and Health Education and Internet Safety through discrete lessons, embedded within all other curriculum subjects and by giving the children experiences and role models to learn from during their time in primary school.</p> <p>Discrete lessons are timetabled weekly from Year 1-6 and across the school week in EYFS. The majority of our discrete lessons are taught using Coram Life Education SCARF, in Years 1-6, which are adapted by teachers according to the needs of the class and individuals. All children's needs, ideologies and family and personal circumstances are considered when each lesson is planned and parents are notified if their child may be sensitive to a particular subject or lesson. These lessons are sequential and designed to build on prior knowledge and skills according to the age of the children whilst also challenging individuals thinking and knowledge; a spiral curriculum. The lessons ensure progression in attitudes and values, and include an increasingly advanced understanding of related vocabulary. All lessons are taught within a safe environment with PSHE lesson rules written by the children. PSHE half-termly units are assessed to monitor progression. In EYFS, PSHE is taught through the Early Years Foundation Stage statutory framework. In addition, we teach SRE through the Science primary curriculum ('Living things and their habitats' and 'Animals, including humans') and Internet Safety through the computing primary curriculum.</p> <p>All teachers and SLT strive to have good relationships with the children in school and their parents and carers through interaction during pick-up times, Friendly Fridays and parent's meetings. We hope that these relationships form a trust between all individuals, meaning that any issues within their personal lives in or out of school can be made known. We detail the upcoming content of the PSHE curriculum in our termly year group newsletters so that parents are aware of any potentially sensitive areas of the curriculum coverage. In addition to the teachers' own knowledge of the children, this then helps the teachers to adapt lessons accordingly, to be sympathetic to the children's needs, wishes and limitations.</p> <p>During day to day school life, children are helped to learn knowledge and skills in dealing with PSHE and relationship associated issues. This may be through: conversations and activities which are given in a response to a particular incident; playtime engagement with peers and adults; one-to-one or group pastoral support; and planned experiences (extra-curricular</p>	<p>At the end of each academic year the children will have an increased understanding and improvement in their own mental and physical health, as well as having an impact on others around them. From year to year the children will build on their vocabulary and their understanding of related words and terms.</p> <p><b>How does school measure impact?</b></p> <ul style="list-style-type: none"> <li>➤ Informal assessment is ongoing throughout a PSHE unit of work- informing teachers of any areas of concern to be addressed accordingly.</li> <li>➤ Units are assessed on a half termly basis to ensure progression and monitor ability.</li> <li>➤ Monitoring will take place throughout the year through learning walks, monitoring of planning boards, year group floorbook scrutiny and pupil voice interviews.</li> <li>➤ The findings of this monitoring will be used to</li> </ul>

<p>individuals and groups of children. This is always also in line with our school values of wisdom, resilience, love and respect.</p>	<p>activities, school trips, visitors to school and experiential learning within other curriculum subjects). These experiences give children the tools to develop mentally and physically and to prepare them for life beyond primary school, in the 'real world'.</p> <p>The PSHE curriculum, including SRE is led by two experienced teachers who have been trained in delivering the new curriculum and have a good knowledge of the intent and implementation of the subject. The lead teachers support and have trained all teachers in their subject knowledge, how it is embedded in most areas of the curriculum and how to deliver discrete lessons.</p> <p>As part of our school's 'pupil voice', we have a team of representatives from across KS2 that form a group known as the 'Wellbeing Team'. With the PSHE lead teachers and pastoral support staff, these children support the wellbeing of all the children in the school by implementing their own ideas in making our school a happier, safer and more enjoyable environment.</p>	<p>further improve the delivery of PSHE and ensure the intended outcomes are being achieved.</p>
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