



**Intent, Implementation and Impact Statement P**

**Intent**

<p><b>Learning for Living:</b> At Brunswick Park, our ambition for PSHCE is to provide pupils with the key experiences, knowledge and skills they need to become healthy, resilient adults who are well prepared for the challenges of modern life. We want children learn how to take care of their bodies and minds, prepare children for the changes that come with growing up and learn to build positive relationships. We encourage the self-awareness and self-efficacy needed to embrace the challenges of creating a happy and successful adult life.</p>	<p><b>Respect:</b> The principle of respect for others is at the core of the PSHCE curriculum. Children engage with whole-class and group discussions in which they show respect for other opinions and points of view. Our aim is for children to learn about the rights and responsibilities of everyone through the framework of the universal rights of the child, as detailed in the UNCRC. Our school community represents a wide range of cultural backgrounds, beliefs and family structures. The curriculum is designed to empower children to explore cultures, values and lifestyles which are different from their own and which reflect our local community, including those with protected characteristics.</p>	<p><b>Support and Challenge:</b> PSHCE lessons are differentiated by outcome. All children in a year group other than those with complex needs cover the same lesson objectives. Outcomes are collected in a variety of ways which are accessible to all. Discussions are carefully planned by teachers to allow all children to engage with the key concepts and others to be stretched through more nuanced conversations or more sophisticated vocabulary. Children with more complex additional needs are supported by the Inclusion team.</p>
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**Implementation**

Children in Y1-Y6 have weekly whole-class PSHCE lessons with their class teacher lasting for 30 minutes. There is also an additional 15 minute Wellbeing Booklet lesson, and a 15 minute Circle Time. The curriculum sequence is based on the National Curriculum, the statutory Relationships Education and the PSHE Association framework and is adapted to the unique context of our school. Learning is structured around the three key themes of Health and Wellbeing, Relationships and Living in the Wider World.

Topics are mapped out in the whole-school curriculum map with skills, knowledge and vocabulary carefully planned to ensure that children learn more and know more. In addition, many PSHCE topics are enhanced through other curriculum lessons such as Science and Computing. These curriculum lessons are further supported and enriched by assemblies and theme weeks such as Children’s Mental Health week.

<p><b>EYFS:</b> In the EYFS, social and emotional learning falls under Personal, Social and Emotional Learning, one of the three prime areas of learning. PSED is taught primarily through supportive interactions with the adults in the setting and play-based learning opportunities guided by children’s own interests. In Nursery, adults support children to separate from their care-givers, choose and use resources in the provision and use simple words to talk about their feelings. Nursery children have short carpet sessions to build their social skills. In Reception, children build on these skills with increasing confidence and independence, growing resilience and beginning to identify ways to regulate their own feelings. Children begin to take part in more class discussions and are gradually more able to follow rules and routines.</p>	<p><b>KS1</b> In KS1, lessons are primarily discussion-based. Each lesson has a clear skill-based WALT and a context in which the skill is being used. Teachers introduce the context to children and encourage partner talk to generate ideas around the key topic, idea or scenario. This is followed by a whole-class discussion in which children have the opportunity to share their views and opinions, and are expected to listen to others. Activities to further explore learning include sorting pictures or words in groups, small group discussions followed by whole-class feedback or a creative outcome such as a poster or labelled drawing. Work is recorded in floor books.</p>	<p><b>KS2</b> In KS2, most lessons will continue to be discussion-based and follow the same format as in KS1. However, children are gradually expected to express their thoughts and ideas in writing. Each theme is revisited each year and the knowledge and skills progress in an upward spiral. In this way, children have the opportunity to revisit, consolidate and extend their understanding. Work is recorded in floor books.</p>
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**Impact**

<p>PSHCE is assessed holistically through teacher’s overall knowledge of the children. PSHCE learning is evident not only in lessons, but in children’s overall behaviour and attitudes to learning, their relationships with their peers and their interactions with others. Therefore, assessment must take into account a wide range of evidence.</p>	
<p><b>EYFS:</b> In the EYFS, PSED is assessed through regular observations of children during free-flow in the provision. Teachers use this information to inform their judgements of whether a pupil is on track or not on track to meet ARE and the ELGs. Data is collected termly and teachers plan additional support for children who are not on track, such as specific social and emotional interventions or Nurture groups.</p>	<p><b>KS1 &amp; KS2</b> In Y1-6, teachers use questioning, discussion, role-play, scenarios, mind-maps and working walls to assess children’s understanding and knowledge of the topics being studied. Teachers then consider this evidence as well as drawn or written evidence from floor books and their wider knowledge of the child to inform termly data collection on DCPro. Teachers specify whether children are Emerging, Developing or Secure in their Age-Related Expectations. The subject leader and SLT monitor data to monitor overall progress and assess the impact of the curriculum on children’s attainment.</p>