

**Personal, Social, Health and Economic Education (PSHE) at
Ellwood Community Primary School**

Our School motto is: Believe, Achieve, Belong

Believe - We believe all children have potential and should believe in themselves. We believe in them, our staff, parents, Governors and Community. We believe together, we achieve more.

Achieve - We want every child to succeed and achieve their full potential. This could be academically, personally or socially. We also want the school community to achieve their very best.

Belong - We want our children to belong. We want them to belong to their class, School and Community and to have a sense of belonging and to feel they will always be welcome at Ellwood and will feel valued.

The Vision at Ellwood Primary School

At Ellwood Community Primary School, we strive to be the best we can be. We have high aspirations for all our pupils, staff and the community. We want our children to be confident individuals, lifelong learners and global citizens who achieve their very best.

Ellwood Values for Life:

Respect	Honesty	Responsibility
Friendship	Kindness	Resilience

Intent	<p>We aim to equip children with essential skills for modern life. We intend to develop the whole child through carefully planned and resourced lessons which develop the knowledge, skills and attributes that children need to protect and enhance their wellbeing and develop a positive self-image.</p> <p>Children will learn how to stay safe and healthy, build and maintain positive relationships and become active citizens, responsibly participating in a diverse society now and in the future. They will have the confidence to tackle many of the moral, social and cultural issues that arise during their time at Ellwood Primary School and in their future roles in society.</p> <p>The programme of study is a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.</p>
Implementation	<p>Planning</p> <ul style="list-style-type: none"> • Long term: National Curriculum and Development Matters are met through a three-year rolling programme of units. This has been designed to ensure that all pupils meet each unit through a spiral approach. • Medium term: PSHE curriculum is delivered through utilising a number of varied resources to best meet the needs of our pupils. Teachers plan detailed medium term plans that fit the whole-school yearly overview and Skills and Knowledge progression. <p>Teaching and learning</p> <ul style="list-style-type: none"> • All children will take part in planned PSHE lessons which allow children to develop the knowledge and skills set out within the PSHE progression map. • All classes will have one PSHE lesson planned per week, alongside additional opportunities to develop their personal, social and health knowledge and skills. • Pupils will develop their knowledge and skills around three core themes (Health and Wellbeing, Relationships and Living in the Wider World). These core themes are planned to ensure they meet each child's needs, regardless of background and ability. • Teachers have positive relationships with the pupils and ensure that all lessons are tailored to meet the needs of their class, this is done through differentiating to meet the needs of SEND pupils and taking into consideration the family units and home-life of pupils. • Children will be taught 'Relationships and Sex Education' (RSE) in discrete year groups to ensure lessons are appropriately matched to the children's needs. • Spiritual, Moral, Social and Cultural (SMSC) development will be carefully incorporated into PSHE lessons as appropriate. • Knowledge and understanding linked to the 'British Values' will be integrated into teaching of PSHE as appropriate. <p>Enrichment days, community links and visits</p> <ul style="list-style-type: none"> • PSHE is an integral part of a child's life journey and so many aspects are covered through other areas of the curriculum. • Pupils take part in enrichment days throughout the year to better develop their knowledge and skills in particular areas. • We have visits from local PCSO, national organisations such as NSPCC, community links such as local dentists and libraries. • All classes are given the opportunity to attend school trips throughout the year, these all cover many aspects of the PSHE curriculum, e.g. literacy festival to raise aspirations, residential trip to support friendships, resilience and keep themselves safe. <p>Assessment</p> <ul style="list-style-type: none"> • Assessment of PSHE is done through the use of questioning at the start and end of units. • Assessment is also carried out through the behaviours and attitudes that pupils display around school.
Impact	<ul style="list-style-type: none"> ✓ Teachers use the PSHE progression map to ensure children are taught the appropriate knowledge and skills linked to the three core themes. ✓ Teachers make judgements on children's progress and record them using our whole-school tracking system. From this data, teachers then plan lessons to meet the identified needs of their children. ✓ Our school priorities mental health and wellbeing, this is evident in our whole school Trick Box approach, ELSA interventions, well-being interventions, class assemblies, support given to pupils identified as having SEMH needs and the relationships that have been developed between all staff and children. ✓ Pupils feel safe, respected and know that someone at school cares about them (evidenced in the most recent, Autumn 2, pupil wellbeing questionnaire). ✓ Pupils are taught about healthy, positive relationships and know what to do when they feel worried about something and who in school they can talk to (evidenced in the most recent, Autumn 2, pupil wellbeing questionnaire).