



INTENT – We aim to ...

PSHE 'on a page'

Promote the spiritual, moral, cultural, mental and physical development of students.

Prepare students for the opportunities, responsibilities and experiences of later life.

Help students achieve their full potential by supporting their wellbeing and tackling issues that can affect their ability to learn.

Prepare students to navigate, participate and stay safe in this world.

IMPLEMENTATION – How do we achieve our aims?

Planning/Curriculum:

At Newhall Infants, we teach Personal, Social and Health Education (PSHE) as a whole school approach, primarily using the Dimensions curriculum. Our PSHE is integrated into our topic based curriculum and also taught discretely using the 3D PSHE program from Dimensions. The Satellite View maps out which thematic units feature this subject and shows the objectives taught. Separate lessons are also planned in across each phase using the 3D PSHE program.

The Zones of Regulation is also used across the school to support children to recognise and name their feelings, and to give them strategies to help them get into the 'green' zone, which is the optimum zone for learning.

Recording: In KS1, PSHE written work is recorded in topic books. Some objectives also link to English planning and so will be recorded in English books. Each class also has a floor book where photographs of learning and samples of work will be recorded. Subject stickers are added to the book to show where the different subjects are evidenced.

Vocabulary: Physical, emotional and mental health, Healthy lifestyles, Hygiene, Nutrition and food, Aspirations, Changing and growing, Emotions, Keeping Safe, First Aid, Similarities and differences, Healthy relationships, Discrimination, Communication, Collaboration, Bullying, Fairness, Family and friends, Rules and responsibilities, Communities, Money and finance, Diversity, Enterprise

Assessment:

In EYFS, assessment is ongoing and based upon teacher conclusions of whether a child's development is 'on track' or 'not on track'. Evidence is recorded on Class Dojo Portfolios and tracked three times throughout the year.

In KS1, formative assessment is used through all lessons and taken into account when planning subsequent learning.

EYFS: In EYFS, children explore Personal, Social and Emotional Development (PSED) through a combination of direct teaching, adult led activities and play based continuous provision.

By the end of the EYFS, children who are on track will show skills in:

- Self-regulation
- Managing self
- Building relationships

The full details of these Early learning goals can be found in the EYFSP 2024 handbook.

SEND (inclusion and adaptations):

All teachers will take the needs of their particular cohort into account and will adapt the Dimensions PSHE planning as necessary to meet the needs of their class. Children who benefit from in-school SEND support will have additional adult-support to ensure that learning is inclusive and meets each child's needs.

Disadvantaged children: At Newhall Infants, all children are provided access to PSHE teaching and learning, irrespective of attainment and social background. Teachers ensure that opportunities to learn are accessible to all through adaptive teaching and the use of adult support for those who benefit from this.

Monitoring: Learning walks, book looks and pupil voice activities will be used by the subject lead to monitor consistency and progress. Feedback from monitoring will be used to strengthen practice.

CPD: Initial 'Dimensions' Learning means the World training took place in September 2023, led by Sharon Dicken (curriculum lead) and the Dimensions Team. Half-termly evaluations and training take place to develop further subject knowledge and practice.

★ IMPACT – How do we know if we've achieved our aims? ★

By the end of their time in the EYFS, most children will:

- Be confident to try new activities and say why they like some activities more than others.
- Be confident to speak in a familiar group.
- Choose the resources they need for chosen activities.
- Talk about how they and others show feelings.
- Talk about behaviour and its consequences and know that some behaviour is unacceptable.
- Work as part of a group, understanding and following the rules.
- Adjust their behaviour to different situations and cope with changes in routine.

By the end of their time in KS1, most children will:

- Have an understanding of physical, emotional and mental health and how to lead a healthy lifestyle, including the importance of hygiene and nutrition, and keeping themselves safe both online and in person.
- Understand that there are similarities and differences between people and accept and celebrate others' differences. Also have an understanding of bullying and discrimination.
- Be able to communicate with peers and work collaboratively. Have an understanding of healthy relationships and their own and others' emotions. Also understand that different people may have different types of families.
- Understand that there are different communities and understand their responsibilities and rules as part of a community. Understand that sometimes things may not feel fair and how to deal with that.
- Have knowledge of money, finance and enterprise.