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# Broom Barns Primary School

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## PSHRE Intent, Implementation and Impact Statement

### Curriculum Intent

PSHRE is lifelong learning about physical, moral and emotional development. Through PSHRE children learn about healthy relationships, different families, respect, love and care, reproduction, puberty, hygiene and the body. Our key aim in providing PSHRE throughout the school is to **safeguard** our pupils. During their time at this school children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

### Implementation

- We follow the PSHE Association scheme of work. Whilst the introduction of statutory relationships and health education means that most of PSHRE is compulsory, our chosen scheme of work ensures that these are just be part of a broader, comprehensive PSHRE programme.
- Our scheme of work is broken down into 3 areas – Health & Wellbeing, Relationships and living in the wider world
- Each class has dedicated learning time for PSHRE, but teacher are flexible and address any related issues as and when they come up
- Staff use their own knowledge and skills to plan lessons with the scheme of work as a planning aid
- Weekly head teacher's assembly where core values are addressed each week including – respect, kindness, courage, peace etc.
- Weekly celebration assembly where pupil's achievements are celebrated
- PSHRE is a prime area of the EYFS curriculum and is developed in all areas of learning
- Staff meetings to address updates/changes in curriculum and to share good practice
- Class PSHRE book to show off learning
- Active school council run by Louise Hogan where two children from each class are elected to represent the class's views.

### Impact

*During key stage 1* Children learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

*During key stage 2* Children learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from Broom Barns. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.