

Subject: PSHE		Mission Statement: Respect, Responsibility and Friendship.					
Intent	<p>Aims: Through teaching PSHE, our aim is for pupils to gain the knowledge, skills and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. We use the Jigsaw framework for our PSHE education. It holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With a strong emphasis on emotional literacy, our aim is to build resilience and nurture mental and physical health in our pupils. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. We believe that the purpose of PSHE education is to build, where appropriate, on the statutory content already outlined in the national curriculum and guidance, to cover areas such as: drugs education, financial education, citizenship, personal safety, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. We place a strong emphasis on positive mental wellbeing and support pupils in looking after themselves in order for them to develop into healthy, independent and resilient individuals.</p>						<p>Values we promote: Core values of Respect, Responsibility and Friendship. Christian Values Mutual respect Tolerance Rule of Law Liberty Democracy</p>
	<p>Knowledge and skills: Social and spiritual development Reflecting Questioning Understanding Connecting Exploring ideas Forming opinions Listening Discussing Evaluating</p>						
Implementation	<p>Approaches to learning: Different learning styles (VAK) Extension activities Calm me time to open up mind Challenging and reflecting Applying learning Collaborative learning Promote an environment of respect and encouragement Fun and inclusive Circle time Zones of Regulation</p>						
	<p>Needs of Pupils and Interventions: Specific learning difficulties, Social and communication, Profound Multiple Learning difficulties and Social and emotional needs</p> <p>Pre-teaching of vocabulary Scaffolds (sentence frames/glossaries) Teacher or TA support (scaffolded to ensure independent learning) Small group teaching Use of external agencies to support with resources Mixed groupings Interventions: Draw and Talk, Protective Behaviours Other ways of recording: presentation, Drawings, Mind maps, etc.</p>						
	<p>Enrichment: Workshops (resilience, growth mindset), Assemblies, Local dentist visits, Local police and emergency services visits, Themed weeks (Wellbeing, anti-bullying), Displays, Forest school</p>			<p>Community Links: Parent workshops (Kathy Weston), Links with parents for careers, Parental courses from external agencies, Family Support</p>			
Impact	<p>Skills: Pupils have a greater understanding and apply the 5 British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty. Pupils are able to talk confidently about how to keep themselves safe both in and around school as well as in the local community (online and face to face situations).</p>		<p>Wellbeing: Children enjoy learning and coming to school. Children's overall wellbeing is good. Children are able to articulate their feelings and reflect on their emotions and actions positively.</p>		<p>Personal Development: Children make the right choices and behaviour is good across the school. Children have positive relationships with others. Pupils grow in their self-knowledge, self-esteem and self-confidence and are prepared for their journey after Aldbury.</p>		
	PSHE Assessments		Staff Meetings		Learning walks		
	Pupil progress Meetings		Intervention records		Book Looks		
	Pupil Voice		Self-assessment		Wellbeing surveys		CPOMS