

## Greenvale Primary School PSHE/Skills for Life

Nurturing and inspiring life-long learners.

“PSHE education helps pupils to develop the knowledge skills and attributes they need to manage life’s challenges and make the most of life’s opportunities.” The PSHE Association.

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p><b>The school’s senior leadership team will:</b></p> <ul style="list-style-type: none"> <li>• Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects.</li> <li>• Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development.</li> <li>• Provide sufficient funding to ensure that implementation is high quality</li> </ul>	<p><b>Our teaching sequence will be:</b></p> <ul style="list-style-type: none"> <li>• Each term begins with the teaching of one of the Six Values at Greenvale; Respect, Readiness, Resourcefulness, Responsibility, Resilience and Reflectiveness (in order)</li> <li>• Term 1 is the time given to pupils and class staff to form trusting bonds within the family of their class base. This creates a knowledge of learning behaviours and character that will inform future planning and grouping</li> <li>• From term 2 – term 6, each unit of work begins with diagnostic activities to evaluate current pupil knowledge. The teaching sequence is adapted to the needs of the class.</li> <li>• Each unit of work is closed with reflection and revisiting of the initial diagnostic activity to assess for knowledge and skills acquired.</li> <li>• The final week of each term is reserved for safe holiday preparation. This includes messages of health and hygiene, safeguarding and safety in the home and wider world. This is also the platform for any safeguarding messages that become current for our pupils at that time.</li> </ul>	<p><b>Pupil Voice will show:</b></p> <ul style="list-style-type: none"> <li>• A developing understanding of the skills for life at an appropriate level</li> <li>• A secure understanding of the key techniques and methods for each area of the curriculum, including the thinking skills for learning in PSHE</li> <li>• A progression of understanding, with appropriate vocabulary which supports and extends deeper engagement with learning in PSHE</li> <li>• Confidence in discussing PSHE, their own work and identifying their own strengths and areas for personal development</li> </ul>

<p><b>The curriculum leader will:</b></p> <ul style="list-style-type: none"> <li>• Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.</li> <li>• Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more about skills for life.</li> <li>• Ensure an appropriate progression of PSHE skills and knowledge is in place over time so that pupils are supported to develop the best skills for life that they can and challenge teachers to support those who struggle to identify positive life choices and extend more competent individuals.</li> <li>• Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.</li> <li>• Identify the skills for life that underpin specific areas of the curriculum and raise aspirations for pupils</li> <li>• Keep up to date with current PSHE research and subject development through an appropriate subject body or professional group.</li> </ul>	<p><b>Our classrooms will:</b></p> <ul style="list-style-type: none"> <li>• Provide appropriate quality equipment for each area of the curriculum.</li> <li>• Have developed learning walls which include high quality displays including actual pieces of work and vocabulary which is regularly updated.</li> <li>• Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills.</li> <li>• Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills.</li> </ul>	<p><b>Displays around school and books will show:</b></p> <ul style="list-style-type: none"> <li>• Pupils have had opportunities for practise and refinement of skills to respond to and engage with PSHE activities</li> <li>• A varied and engaging curriculum which develops a range of PSHE understanding and skills</li> <li>• Developed and final pieces of work which showcase the skills learned</li> <li>• Clear progression of skills in line with expectations set out in the progression grids</li> <li>• That pupils, over time, develop a range of skills and techniques across all areas of the PSHE curriculum.</li> </ul>
<p><b>The class teacher will, with support from the curriculum leader:</b></p> <ul style="list-style-type: none"> <li>• Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid.</li> <li>• Personally pursue support for any particular subject knowledge and skills gaps prior to teaching.</li> <li>• Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.</li> </ul>	<p><b>Our children will be:</b></p> <ul style="list-style-type: none"> <li>• Engaged because they are challenged by the curriculum which they are provided with.</li> <li>• Resilient learners who overcome barriers and understand their own strengths and areas for development.</li> <li>• Able to reflect on their development of their skills for life because they know how to be successful.</li> <li>• Safe and happy in PSHE/Skills for Life lessons which give them opportunities to explore their own creative development.</li> <li>• Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focusses on skills for life</li> <li>• Developing skills for life and confidence over time because of careful planning, focussed delivery and time to practise and hone skills.</li> </ul>	<p><b>The curriculum leader will:</b></p> <ul style="list-style-type: none"> <li>• Celebrate the successes of pupils through planned displays.</li> <li>• Collate appropriate evidence over time which evidences that pupils know more and remember more.</li> <li>• Monitor the standards in the subject to ensure the outcomes are at expected levels.</li> <li>• Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.</li> </ul>