Personal, Social, Health and Economic Education

Intent

Personal, Social, Health and Economic (PSHE) education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up. Our intention at Tollesbury School is that our PSHE curriculum will help children to stay healthy and safe and be prepared for life and work in modern Britain.

Tollesbury's PSHE curriculum helps children to develop the knowledge, skills and attributes they need to manage their lives, and to live successfully alongside others, both now and in the future.

Implementation

Teachers follow a thematic scheme which is based on the PSHE Association guidance and statutory requirements. Our three themes are built upon as children progress through the school. The themes are:

- Relationships
- Health and Wellbeing
- Living in the Wider World

Each class teaches a weekly Circle Time based on the Jenny Mosley model. Teachers use the PSHE scheme for lesson materials. In September our initial Circle Times cover school rules and responsibilities and working as a class team. Teachers use their judgment to adapt and add lessons according to the needs of their children, for example an additional Circle Time may be put in place if friendship issues arise.

EYFS follow statutory curriculum guidance with PSHE embedded in all areas of learning.

Many of the lessons in the KS1 and 2 Scheme of Work are suitable for Circle Time, however some aspects of PSHE/Relationships and Sex Education (RSE) are taught in a more formal style, using appropriate distancing techniques and linking to the Science Curriculum. This is particularly the case with the RSE lessons related to Sex Education, such as naming body parts, puberty and human reproduction.

In addition, some PSHE learning is taught by visitors such as the school nurses or NSPCC representatives. A member of the teaching staff always remains with the children during these sessions and visitors follow the school's Visitor Policy.

PSHE across the Curriculum

As well as being taught discretely, PSHE is embedded in Tollesbury School. This is evident, for example, through celebrations of children's achievements, opportunities to work as part of a team, endorsement of healthy eating and exercising, teaching of e-safety and the use of literature that develops children's empathy and understanding of relationships.

Pastoral support is given by two dedicated and trained pastoral support TAs. Support is given to any child who has been identified with social, emotional or behavioural problems. They can be referred by staff, parents, carers or they can self-refer.

Impact

The impact of our PSHE teaching is that by the time children leave Tollesbury school our children have been helped to:

- understand how to maintain mental well-being
- develop the personal attributes of kindness, integrity, generosity and honesty.
- develop pupils' personal esteem, confidence and respect for others
- understand what makes healthy, respectful relationships (in the actual and virtual world)
- foster resilience
- understand how to achieve goals
- prepare for the opportunities, responsibilities and experiences of life as they get older, including managing their economic well being
- learn to manage risks

We measure the impact through school leadership and governor monitoring of teaching and learning, behaviour records, pastoral support records and, tracking of Tollesbury children who have left the school as they progress to adulthood.