



**Hurst Park Primary School**  
**Subject & Curriculum Leadership Report**

SUBJECT / CURRICULUM		PSHE	Date:
Leader (s)		K Salmon and V Gibbs	17.11.2020
	SECTIONS	SUMMARY EVALUATION	
<b>1</b>	<b>INTRODUCTION</b> Why do we teach what we teach?	<p>PSHE education provides opportunities for pupils to develop essential skills and attributes to keep themselves healthy and safe and to thrive in life and work. These include resilience, managing peer pressure; empathy, communication and negotiation, team-working, adaptability, risk management and personal, interpersonal and social effectiveness. Pupils develop these skills and attributes while learning about subjects such as:</p> <ul style="list-style-type: none"> <li>▶ Relationships: developing and maintaining positive and healthy relationships of all kinds, including friendships; recognising and dealing with unhealthy relationships (including bullying); understanding how to communicate effectively and confidently within relationships. Relationships and Sex education will form a core aspect of a broader PSHE programme</li> <li>▶ Health: healthy lifestyles; healthy eating and exercise; mental and emotional health and wellbeing; drug, alcohol and tobacco education.</li> <li>▶ Risk: assessing and managing risks and opportunities such as making independent choices and recognising and responding to peer pressure; personal safety on and offline, including on social media</li> <li>▶ Economic wellbeing: budgeting, saving, pressures and influences on spending and risks associated with gambling and other financial choices</li> <li>▶ Career choices: enterprise skills, different career pathways</li> <li>▶ Employability: key skills needed to succeed in the workplace; preparation for the world of work</li> </ul> <p>To enable our children to become healthy, independent and responsible members of society. We aim to help them understand how they are developing personally and socially, and tackle many of the moral, social and cultural issues that are part of growing up. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.</p>	
<b>2</b>	<b>CURRICULUM</b> <ul style="list-style-type: none"> <li>• <b>INTENT</b> (Include reference to SEND and disadvantaged pupils)</li> </ul>	<p>The intended impact of our PSHE teaching is to enable pupils to develop their emotional literacy and social skills, being aware of their own thoughts and feelings as they happen and developing strategies to help them manage them.</p> <p>The curriculum is taught through the online scheme of work: SCARF (which represents our values for children of Safety, Caring, Achievement, Resilience and Friendship) provide a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially.</p> <p>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.</p> <p>The teaching of PSHE is also designed to reflect the needs of our pupils, allowing staff the flexibility to address any issues as and when they may arise, for example issues in the news, the loss of family member etc.</p>	



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		The PSHE curriculum provides opportunities for all children including SEND and disadvantaged pupils.		
	<ul style="list-style-type: none"> <li><b>IMPLEMENTATION</b></li> </ul>	PSHE is taught in all classes from EYFS to Y6 using SCARF scheme of work and is well-supported by extra-curricular opportunities.  PSHE themed weeks throughout the year: <ul style="list-style-type: none"> <li>• Anti-Bullying week</li> <li>• Road Safety Week</li> <li>• Online Safety</li> <li>• Staying Safe Day</li> </ul>		
	<ul style="list-style-type: none"> <li><b>IMPACT</b> (Include reference to SEND and disadvantaged pupils)</li> </ul>	There is now a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education (PSHE) are critical to ensuring children are effective learners.  SCARF provides a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially.		
<b>3</b>	<b>BROADER CURRICULUM</b> How does this subject promote elements of the broader curriculum, including SMSC, British Values, Eco-Schools, etc.?	<ul style="list-style-type: none"> <li>• Giving children the tools to cope and thrive through the PSHE curriculum and the school ethos.</li> <li>• Spiritual, moral, social and cultural (SMSC) aspects of both the taught curriculum and overall school ethos are explored throughout the SCARF curriculum resources.</li> </ul>		
<b>4</b>	<b>SUCCESSES IN THE SUBJECT IN THE PREVIOUS YEAR</b> Focus should include the contribution of the subject to meeting whole school priorities	<ul style="list-style-type: none"> <li>▶ <i>This is our first year using the SCARF scheme of work. Early feedback from teachers seems to be very positive, this will be reviewed in January.</i></li> <li>▶</li> <li>▶</li> </ul>		
<b>5</b>	<b>ACHIEVEMENT</b> Attainment, progress and the quality of learning for individuals, different groups, including SEND pupils, boys/girls, disadvantaged, CLA. Emphasise key skill development across curriculum	<i>Strengths</i>	▶ <i>Grade 2</i>	<i>Areas for Development</i>
		▶ <i>Teachers have feedback that they are having lots of great discussions during lessons, children are engaged and contributing lots of great ideas.</i>		▶ <i>To see children using skills from the lessons in the day to day life.</i>
		▶		▶
<b>6</b>	<b>TEACHING</b> Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, reading and literacy skills, assessment and next steps in learning. Marking, feedback.	<i>Strengths</i>	▶ <i>Grade 2</i>	<i>Areas for Development</i>
		PSHE is taught in a variety of ways; <ul style="list-style-type: none"> <li>• Designated PSHE slots</li> <li>• Circle time</li> <li>• Teaching PSHE through and in other subjects /curriculum areas e.g. Science, RE, Geography and PE.</li> <li>• Themed days</li> </ul> PSHE is integrated within a lot of other areas in school. An example of some of these activities include:		<ul style="list-style-type: none"> <li>▶ Allowing adequate time for DT in the timetable (due to catch up following covid/school closure)</li> <li>▶ All staff to be following SCARF scheme of work.</li> </ul>
		<ul style="list-style-type: none"> <li>▶ School visits</li> <li>▶ Class Assemblies/ assemblies</li> <li>▶ Residential visits</li> <li>▶ School visitors</li> <li>▶ After school clubs / activities</li> <li>▶ School Council organising events, raising</li> </ul>		



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		<p>money, discussing school issues.</p> <ul style="list-style-type: none"> <li>▶ Fundraising for various charities</li> <li>▶ Themed days (Anti Bullying Week, Healthy Eating Day etc)</li> </ul> <p><b>Many of these activities are not able to happen this year because of COVID-19.</b></p>		
		▶	▶	
		▶	▶	
<b>7</b>	<b>LEARNING BEHAVIOURS</b> Including behaviour in lessons & around the school, attitudes to learning. Pupils' enjoyment and engagement in the subject, views of pupils/parents. Include SMSC	<i>Judgement</i>	▶ <i>Grade 2</i>	<i>Areas for Development</i>
		▶ The subject enables children to develop appropriate social skills – turn taking, listening etc		▶ Continue to develop PSHE across the curriculum.
		▶ Through the lessons the children become more familiar with the concept of right and wrong and that actions have consequences. This is often done through discussion of a scenarios giving a reasoned explanation of their viewpoint.		▶
		▶		▶
<b>8</b>	<b>LEADERSHIP/MANAGEMENT</b> How well leaders demonstrate ambition, vision, high expectations, improve teaching and learning, develop staff, sustain improvement. Appropriate curriculum, equal opportunities, parental engagement	<i>Strengths</i>	▶ <i>Grade 2</i>	<i>Areas for Development</i>
		▶ Subject leader and SLT have high expectations.		▶ <i>Staff need training on how to get the most out of our new online PSHE scheme SCARF.</i>
		▶		▶ <i>To ensure that teachers are assessing at the beginning and then end of a half termly unit.</i>
		▶		▶
<b>9</b>	<b>OVERALL EFFECTIVENESS</b>	<p>Overall, pupils achieve well in PSHE and teaching is good.</p> <p>Pupils and staff are positive about PSHE and expectations are high; as they are well supported by the subject leaders.</p>		
<b>10</b>	<b>WHAT IS A GOOD LEARNER LIKE ON LEAVING HURST PARK?</b>	<p>A good learner will leave Hurst Park with:</p> <ul style="list-style-type: none"> <li>▶ Resilience</li> <li>▶ Tolerance towards others</li> <li>▶ Excellent listening skills</li> <li>▶ Empathetic towards others</li> <li>▶ Able to regulate own emotions</li> <li>▶ Make and maintain relationships effectively</li> <li>▶ Keen learners with a positive attitude</li> </ul>		
<b>11</b>	<b>KEY AREAS FOR SUBJECT DEVELOPMENT</b> Especially achievement and quality of teaching	▶ To assess at the beginning and the end of a half termly unit.		
		▶ To have a display board in the classroom.		
		▶ To take photos as evidence.		