



Subject on a page – PSHE, RSHE and SMSC

Intent Statement

Our aim is to nurture and develop well-rounded individuals who feel confident in tackling the big ideas and global issues they may face in their lives. We will do this by delivering a high-quality PSHE scheme in line with National Curriculum objectives as well as demonstrating Quality First Teaching in a cross-curricular approach.

Our curriculum intent for PSHE is based upon our core BELIEVE values within school.

[Be kind](#)

[Earn respect](#)

[Live responsibly](#)

[Include others](#)

[Embrace challenge](#)

[Value difference](#)

[Experience life](#)

These whole school values, alongside Minditude are thoroughly interwoven into every day school life. Through linking SCARF sessions to our BELIEVE themes we ensure that PSHE is a regular part of our timetable.



Implementation: Scheme

At William Booth, we use the SCARF Scheme to plan and teach PSHE, RSHE and SMSC.

When appropriate, we also follow 'The Kindness Curriculum' scheme which supports children and staff with their mental health and well-being, as well as embedding kindness throughout the year groups.

Implementation: Resources

The SCARF Scheme and the Kindness Curriculum provide resources required for each lesson. In addition to this, our school libraries and classroom reading corners offer a wealth of diverse and inclusive texts to support PSHE lessons and encourage wider reading on the topics taught. In addition to teaching resources, we have a variety of pastoral resources for all teachers and TAs to access including: a learning mentor, KS2 buddies who are trained for KS1 playground duties and Chatterchums. My Concern is also used to record behaviour and safeguarding issues.

Implementation: Curriculum links

As mentioned, we use the SCARF scheme to plan and deliver lessons. This comprehensive scheme allows teachers to deliver high quality, cohesive lessons across the school. Regarding additional planning resources, teachers also have been provided with a range of texts to compliment our learning. Staff are also encouraged to consult subject leaders should they require any further support with planning.

Implementation: Teaching and Learning approach

PSHE is taught collaboratively with the sole intent to empower children to be confident, knowledgeable and to grow into citizens of an ever-changing community and world. The variety of topics covered in PSHE lessons – about relationships, finances, personal health, social issues and drug awareness – provide children with vital information to live a healthy life. Awareness of these topics is crucial to providing children with an understanding of the world we live in and how they can stay safe.

Implementation: Environment

PSHE is woven through the fabric of our curriculum from Nursery to year 6. It is evident from displays around school that PSHE is core to our school ethos of BELIEVE. Children are encouraged to care for our school grounds and can often be seen gardening. Reading corners are calm spaces for children to move to. The Whole school library and the outside library are open daily and children are empowered to use them independently. Class displays are working walls for scaffolding or celebration walls to show excellence in learning.

Impact: Evidencing

EYFS record children's speech and ideas and evidence in a scrapbook to show progression throughout the year.

In KS1 and KS2 Showbie is used to evidence learning, often with children completing their own pieces and uploading to the app.

Impact: Assessment

We use AFL during sessions to ensure questioning is appropriate and targeted, and to create effective feedback. AFL is used to highlight any children who need further support with their learning and to then follow up after the session or in the next session. AFL is completed during all lessons and feedback can be given live during the lesson both by peers and adults.

Implementation: Feedback

Verbal and written feedback is given to pupils during lessons using our live marking policy. Regarding wider issues in school, School Parliament enable children's voices to be heard and acted upon.

Implementation: How groups are supported

(SEND, GDS, PP, disadvantaged, EAL)

For those children who speak English as an additional language, additional support for lesson objectives/content is given when necessary. In lessons, SEND pupils are also supported in this way as well as being supported through scaffolding resources and the use of iPads.

For children in our specialist provision the EYFS Kindness Curriculum is used to support mental health and well-being.

Impact: Subject Evaluation Process

At William Booth, we expect to implement our excellent curriculum highly effectively in all subjects. All subject leaders carry out an in-depth review of their area, at least annually but often more, called the 'Subject Evaluation Process'. This involves an in-depth analysis of their subject using a series of high-quality standardised documents. Subject leaders will:

- Use books and showbie to assess evidence of subject area being taught in all year groups
- Cross reference 'curriculum overview' documents to evaluate quality of evidence of T&L
- Carry out a pupil voice with a small group of children from across school
- Analyse the progression of skills being taught across year groups
- Complete a WWW/EBI feedback form to be shared with Curriculum Lead
- Action plan next steps for their subject area (this could be support or specific feedback for an identified member of staff around implementation/subject knowledge, joint planning, observation of excellent practice, whole school staff meeting on subject area etc)