Broomgrove Infant School

Intent, Implementation, Impact and Monitoring Document for PHSE

Broomgrove Infant School is an inclusive and friendly school that serves the community in and around Wivenhoe.

We aim to include and support all members of the school community to be the best that they can be. This includes providing a broad and balanced curriculum that is carefully adapted and tailored to engage all children and provided them with skills for learning.

Our curriculum is built around the School's key values (FAMILY): Friendship, Active, Motivated, Inclusive, Learning and You are Loved

Intent	This policy reflects the values and philosophy of Broomgrove Infant School. Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. Our Programme of Study has been adapted from the PSHE Association guidelines and aims to develop the qualities and attributes children need to thrive as happy individuals, family members and members of society. At Broomgrove Infant School we aim to ensure that all pupils are taught: • What is meant by a healthy lifestyle • How to maintain physical, mental and emotional health and wellbeing • How to manage risks to physical and emotional health and wellbeing • Ways of keeping physically and emotionally safe • How to manage change, transition and loss • How to make informed choices about health and wellbeing, and where to get help with this • How to respond in an emergency • To identify different influences on health and wellbeing
Implementation	During key stage 1, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils

	to manage emotions, identify healthy and loving relationships, introduces them to a wider world and enables them to make an active contribution to their communities. The PSHE Association Guidance is the basis for the planning and teaching of PSHE and RSE and is implemented through circle time, whole-class discussion, topic work, themed weeks and days, assemblies, and as issues arise. It is not enough to simply teach pupils about the issues covered in the subject content. It is vital they have the opportunity to explore their attitudes, values and beliefs about them and to develop the skills, language and strategies necessary to manage these issues should they encounter them in their lives. In the Early Years Foundation Stage, teaching is based on Development Matters and In the Moment Planning. PSHE is implemented through the 'Personal, Social and Emotional Development', 'Physical Development', 'Communication and Language', as well as the 'Understanding of the World' areas of Development Matters in EYFS. In Key Stage 1 PSHE is delivered under three core themes: • Relationships • Living in the Wider World • Health and Wellbeing Please see the PSHE Programme of Study for a full outline of the content covered in KS1.
Impact	At Broomgrove Infant school, we track progress and achievement to ensure that children make at least good progress. We balance formative and summative assessment to review progress and gauge success. Children who are vulnerable nationally to low achievement, such as pupil premium are monitored carefully to ensure we continue to close any gaps. Teachers use assessment strategies in every lesson which helps the teacher plan the next steps to be taught. We also carefully moderate our judgements and assessments with colleagues to ensure best practice with accurate and consistent assessments. At the end of each term, assessment data is gathered and progress is carefully monitored and interventions are put in place to close the gap or further challenge learning. Teaching and learning monitoring includes pupil progress meetings, lesson visits, book scrutinies and pupil voice. Safeguarding: Due to the nature of the content being taught for PHSE it is possible that safeguarding concerns may arise. When an individual pupil with particular concerns approaches a member of staff, confidentiality cannot be guaranteed. This would be when the matter, in the judgement of the staff member, needs to be referred to the DSL or parents. There may be occasions when the school needs to comply the child protection procedures.

Monitoring	At Broomgrove Infant school, we track progress and achievement to ensure that children make at least good progress. We balance formative and summative assessment to review progress and gauge success. Children who are vulnerable nationally to low achievement, such as pupil premium are monitored carefully to ensure we continue to close any gaps. Teachers use assessment strategies in every lesson which helps the teacher plan the next steps to be taught. We also carefully moderate our judgements and assessments with colleagues to ensure best practice with accurate and consistent assessments. At the end of each term, assessment data is gathered and progress is carefully monitored and professional discussions and support take place to close the gap or further challenge learning if necessary. Teaching and learning monitoring include pupil progress meetings, lesson visits, book scrutinies and pupil voice.

What our lessons look like at Broomgrove Infant School			
Introduction	Teaching input	Pupil Activity	Ongoing assessment
Weekly review and recall	Present new sounds, vocabulary or concepts in small steps	Guided student practice	Ask questions
	Provide models, examples or manipulatives to support teaching	Obtain a high success rate	Check for student understanding
	Provide scaffolds for difficult tasks	Provide scaffolds for difficult tasks	Termly review
	Demonstrate where additional support maybe found; working walls, books.	Independent practice and improvements	Book reviews, pupil voice and test results where applicable.