

Finham Primary School & Nursery is a vibrant 'child-centred' learning community that is part of a family of schools in Finham Park Multi Academy Trust. We have based our school ethos on 5 key values that enable our children to be better equipped for today and their future.

Teamwork

Respect

Integrity

Enjoyment

Discipline

Intent

At Finham Primary School we aim to provide children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Children are encouraged to take part in a wide range of activities and experiences across the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning and to become active and not passive in their learning. We encourage our children to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

We intend for our children to learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. In our school we choose to deliver Personal, Social, Health Education (including Relationships Education, Relationships and Sex Education (RSE) and Health Education) using three main themes: 'Health and Wellbeing, Relationships and Living in the Wider World'. These themes cover the statutory guidance outlined by the Department for Education and support our school values.

Implementation

PSHE lessons take place in class delivered by the class teacher. This may be delivered weekly or in a blocked approach or if necessary, can be taught spontaneously if an issue arises and needs to be addressed immediately. PSHE themes are also covered through our whole school 'values' assemblies. Teachers deliver the PSHE curriculum with the support of the PSHE Association, their programme of study, 'programme builders' and their quality marked resources. At Finham Primary School we use the 'Question-based model' as outlined by the PSHE Association. The PSHE programme of study is structured around an overarching question for each term. These begin in KS1 as 'What?' and 'Who?' questions and build throughout KS2 into 'Why?' and 'How?' questions. This links with our Religious Education question-based model too.

Just like in any lesson, teachers draw upon resources to support the learning of all pupils in regards to ability or SEND need. This could come in the form of pre-teaching particular vocabulary, having smaller group discussions or using story books which supplement the key theme/message being taught within a lesson.

Impact

Pupil Voice will show:

- A developed understanding of spiritual, moral, social and cultural issues at an age appropriate level
- A progression of understanding, with appropriate vocabulary which supports and extends understanding of health and wellbeing, relationships and living in the wider world
- Confidence in discussing PSHE, their own work and identifying their own strengths and areas for development

Displays around school will show:

- Pupils have had opportunities for practice and refinement of skills.
- A varied and engaging curriculum which develops a range of Personal, social and health skills.
- Developed and final pieces of work which showcase the skills learned.
- Clear progression of skills in line with expectations set out in the progression grids.
- That pupils, over time, develop a range of skills and techniques across all of the areas of the PSHE curriculum.

The subject leader will:

- Celebrate the successes of pupils through planned displays.
- Collate appropriate evidence over time which evidences that pupils know more and remember more.
- Monitor the standards in the subject to ensure the outcomes are at expected levels.
- Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.