**PSHE: Personal, Social and Health Education**

|  |  |  |
| --- | --- | --- |
| **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| At Branston Junior Academy, we believe that children need to be taught the skills to manage their own lives and their relationships with others.  All aspects of life at our school, revolve around 5R’s – Respect, Resilience, Relationships, Reflection and Responsibility. These R’s are referred to in all aspects of the school, including assemblies.  However, we also use a PSHE scheme entitled 3D PSHE, to provide all staff with a framework which helps children to:   * recognise the importance of emotional intelligence * understand their own feelings and those of others * learn how to live a safe and healthy life * respond to situations in ways that maintain appropriate behaviour * enhance the ways in which pupils can get on with each other – being able to respect differences between themselves and others * learn the right skills to enable them to become effective and responsible citizens of their local community and the world * understand that effective learning is unlikely to occur when someone is upset for whatever reason | PSHE is taught consistently throughout the year, in class groupings. The knowledge, skills and understanding are taught according to the 3D PSHE scheme and thus are developed as the children progress through the school. Whilst the scheme is taught as a whole-school approach, it can be adapted to fit the specific needs of each class, by the Class Teacher.  Learning takes place in the form of discussion, storytelling and role play. Pictures, posters, film clips, music and artefacts are used as aids, together with electronic information where appropriate. All resources are equally accessible to all children.  Using the 3D PSHE Scheme, children are taught through three underlying core themes:   * Health and wellbeing * Relationships * Living in the wider world   Where appropriate, PSHE is linked with other curriculum areas and the overall termly topic. Careful consideration is also given to assembly themes; with an emphasis on the 5R’s as well as the exploration of cultural themes, reflection on spiritual matters and the exploration of topics that occur as a result of specific events within the school and local community, as well as national and international events. There are also strong links between the PSHE and the RE curricula.  Opportunities are made available for children to develop other PSHE skills through holding down positions of responsibility within the school, participating in the School Council and through the use of a ‘Peer Mentor’ scheme.    Support for children whose development and attitudes causes concern is provided by means of:   * individual learning support, including the opportunity to meet with a learning mentor where appropriate * peer support, where appropriate * a close working relationship with parents * support from outside agencies, where appropriate * personal targets and progress plans, where appropriate | Progress and achievement is recorded in the ‘Skills Journal’ which details the key skills for all non-core subjects. This is an ongoing record for the four years that the child is a pupil at Branston Junior Academy.  As a result of studying PSHE, children are also equipped with:   * a greater understanding about themselves and others, and how their actions can impact on others and vice versa * a clear sense of ‘right’ and ‘wrong’ and desire to ‘do the right thing’ for their own satisfaction, not just because someone has told them to do it * skills to manage their own behaviour and help others to manage theirs |