

PSHE AT COLPAI: INTENT, IMPLEMENTATION AND IMPACT

INTENT

At City of London Primary Academy Islington (COLPAI), we believe that Personal, Social, Health and Economic (PSHE) education plays a crucial role in promoting the well-being and social development of our pupils. We aim for the PSHE curriculum to help prepare pupils for success in academic and personal life. The intent of our PSHE curriculum is to equip our pupils with the knowledge, skills and attitudes they need to make informed choices, manage risks, develop positive relationships, healthy lifestyles and a sense of social responsibility.

Our PSHE curriculum is designed to be inclusive, responsive and relevant to our pupils' needs, interests and cultural backgrounds. The curriculum aims to support our school values of respect, aspiration and teamwork.

IMPLEMENTATION

Our PSHE curriculum is adapted from the Jigsaw PSHE scheme and incorporates the Christopher Winter scheme for Relationships and Sex Education (RSE) and Health Education. We provide a comprehensive programme for Primary PSHE in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

The curriculum is implemented through a structured and progressive programme of lessons, assemblies, activities, and extra-curricular opportunities, which are planned, delivered and assessed by trained and equipped teachers who are committed to promoting the well-being and achievement of all pupils.

At COLPAI, we teach five half-term units of work which each contain six lessons: Being Me in My World, Celebrating Difference (including anti-bullying), Dreams and Goals, Healthy Me and Relationships. In the final half term, the children are taught RSE and Health Education through the Christopher Winter scheme. Every Piece has two Learning Intentions, one specific to Relationships and Health Education (PSHE) and the other designed to develop emotional literacy and social skills. Each year group studies the same unit at the same time (at their own level), building sequentially through the school year to facilitate whole-school learning themes. The various teaching and learning activities are engaging and mindful of different learning styles and the need for differentiation. During PSHE lessons at COLPAI, there is an emphasis on high quality pupil discussion as we identified gaps in pupil's oracy skills after the COVID-19 pandemic. Mindfulness and reflection tasks are built into each lesson to support pupils' self-regulation skills, which are complemented by each class' calm corner.

The PSHE curriculum is also cross-curricular and linked to other areas of the curriculum, such as Science, Geography and Citizenship, to provide a coherent and holistic approach to learning.

IMPACT

The impact of our PSHE curriculum is measured through a range of qualitative and quantitative data sources, such as pupil voice, staff observations and formative and summative assessment of pupils' work. The two clear learning objectives for each PSHE lesson allow teachers to be mindful of the assessment elements within that session that can formatively help them pitch and plan subsequent lessons. Activities are included in each lesson to give the children the opportunity to self-assess using simple pictorial resources designed in a child-friendly, age appropriate manner. The

summative assessment process offers criteria for children either working at, beyond or towards the age-related expectations. Children working below expectations are identified for extra support or intervention whilst greater depth children can be challenged to ensure that they are being given the opportunities to enrich their learning further.

We believe that our PSHE curriculum, with its clear intent, well-planned implementation and rigorous impact assessment, will lead to outstanding outcomes for our pupils and contribute to their overall well-being, academic achievement and lifelong success.