



# Manland Primary School-Intent, Impact and Implementation of PSHE



This document outlines how our school community work together, to ensure a rich and engaging PSHE curriculum for all learners across the school.

Intent	Implementation	Impact
To ensure that PSHE gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.	Staff teach interesting and informative lessons, that help pupils to manage many critical opportunities, challenges and responsibilities they will face growing up and equip them with the skills that will help them in a variety of situations.	PSHE education at Manland helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.
To provide a clear progression document for PSHE, which maps out the skills taught across all year groups.	Teachers are clear about which skills to teach in each topic they cover and therefore teach high quality lessons which build on children's prior knowledge, skills and understanding. At Manland, we follow the Jigsaw scheme. Children learn the same overriding themes across the school but learn progressive skills within this.	Pupils at Manland are able to articulate what they have learnt, new discoveries they have made and how their new learning links to previous learning.
To thoroughly embed the Jigsaw scheme of work during the coming academic year.	Staff training and planning from the Jigsaw scheme leads to our teachers feel confident teaching about using and implementing a new scheme. Staff are knowledgeable about its contents and progression.	Children will benefit from a well-thought out and well-resourced scheme that has clear progression and covers all aspects of the National Curriculum.
To provide an interesting and varied curriculum which will meet the needs of children from all backgrounds, cultures and abilities.	Teachers ensure there is a balance of skills and topics in the curriculum provided so it is relevant for all children. Teachers use assessment for learning techniques to ensure that children are supported or challenged in PSHE. PSHE learning also focuses on current events, children's experiences and day to day worries or concerns which our children may have.	Pupil interviews show that children feel their lessons are clear, informative and relevant. They can talk about the issues raised in their lessons.
To try, wherever possible to make links between PSHE and other subjects.	Where possible, cross curricular teaching takes place within PSHE units of work. Teachers are aware of opportunities to reinforce work covered in PSHE lessons by using topics or issues raised in other lessons.	Monitoring of work shows that cross curricular links are being made. Pupils make links between subjects they are studying and topics raised in PSHE lessons. This will be made evident through pupil interviews.
To monitor pupil progress in PSHE on a regular basis.	Leaders have a clear idea of the skills and knowledge of teaching staff within the school. Teachers are supported if they need to gain further knowledge or skills. Pupil's progress is monitored by the subject leader.	Teachers are confident of their skills and this is evident in lesson observations and staff feedback. Pupils are supported to make good or better progress in PSHE.