



RHSE Impact Statement

Overall aim: To support and help children to be safe, make informed decisions, be healthy and prepared for life's opportunities in modern day Britain.

Achievement

	EYFS (Personal, Social and Emotional Development)	KS1	KS2
Progress			
Attainment	97%	90%	85.5%

What is the impact on the school?

Children in Year 1 and 2 were able to discuss self-respect, the positive impact of compliments and how to manage their own feelings. They talked about associating colours to moods but also how that differs for everyone. They made links to e-safety and making passwords safe and secure. A Year 3 child talked about using strategies such as SORT to help her feel calm about tasks. The benefits of team work, the importance of equality and fairness were issues that the children felt were covered during PSHE lessons.

What is the impact on the local area? Courageous advocacy was mentioned by all of the year groups as a way to make a positive impact on those around us. Year 2 talked about the purpose of their road safety sessions. Year 3 and 5 discussed how we include our local community in our PSHE work such as cool afternoons and PRIDE. Y6 talked about preparing them for social media and the parental workshop.

What is the impact on preparing our children for life in Modern Day Britain?

Year 1 talked about fire safety linked to their Great Fire of London topic, saying 'it is teaching me to keep safe at home'. Year 2 children could discuss about the importance of being physically active and associating this with family members. Children in Year 5 talked about the life lessons they learn, such as using growth mind-set to gain confidence, consent ownership of photos and gaining confidence to say what they believe and express themselves clearly. Skills for life such as making healthy meals to budgeting were also mentioned.

Impact of child conferences:







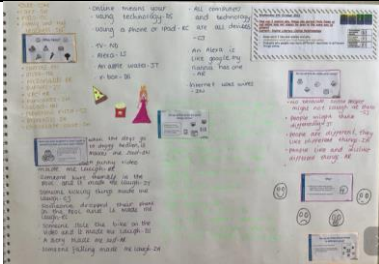
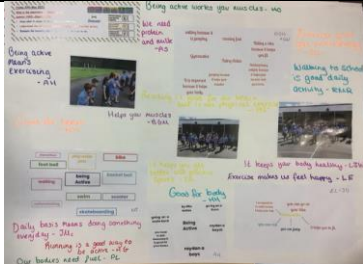
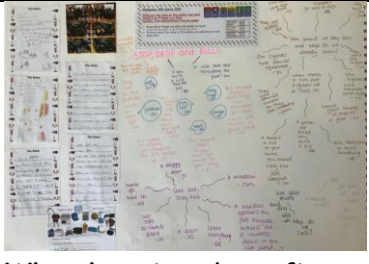
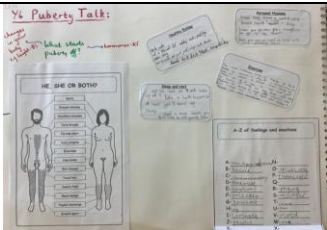


It was evident that upper key stage 2 knew the meaning of PSHE whilst the other year groups were less sure. There was recall of special, fundraising days, worship themes and less about discrete lessons.

Impact of data:

Next steps:

Children to experience a wider range of discrete lessons beyond digital literacy strands to ensure coverage of areas such as Health and Prevention and Mental Wellbeing.

Portfolio of Work

			
<p>EYFS</p>	<p>UW, PSED, CL</p>  <p>During their KUW Superhero topic, Reception thought about 'what makes me, me!', the roles of people that help us and then evaluated the unique gifts, talents. They had lots of opportunities to role play these people too.</p>	<p>PD, UW, CL, PSED</p>  <p>Reception experienced a real-life road safety session. A sequence of lessons followed about safety rules, comparing environments and adjusting their behaviour when risks are present.</p>	<p>PD, PSED, UW, CL</p>  <p>The children linked their food and nutrition learning to the subject when they made their healthy smoothies. They created a recipe, followed instructions and then shared these with their family members.</p>
<p>KS1</p>	 <p>During Year 1's unit on respectful relationships, they learnt about respectful language, the importance of being respectful and the positive impact that this can have. The children also applied their learning to online relationships too.</p>	 <p>Year 2 learnt about what 'staying active' means. They were able to come up with lots of examples and then they put their own fitness to the test. By the end of the unit they were able to evaluate the benefits of an active lifestyle.</p>	 <p>When learning about fire safety, Year 1 were able to differentiate between the terms risk, danger and hazard. During their topic unit on the Great Fire of London, they role-played how to make a call to the emergency services.</p>
<p>KS2</p>	 <p>Year 6 learnt about the key facts about puberty and changes to adolescent bodies. They understood the necessity of personal hygiene, sleep/rest, healthy diet and exercise too.</p>	 <p>During the caring & respectful friendships unit, Y3 created storyboards and then animations about anti-bullying themes and positive actions to take. These were then shared online.</p>	 <p>Gender stereotypes, equality & conflicting opinions featured on Y5. They discussed how isolation and loneliness can impact people as a result.</p>