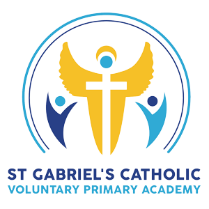
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**St Gabriel’s Primary School’s Intent, Implementation and Impact Statement**

**Intent**

*‘The evidence shows that PSHE education can improve the physical and psychosocial wellbeing of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being achieve better academically-* **PSHE Education: A Review of Impact and Effective Practice, DfE, 2015**

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

At St Gabriel’s Catholic Primary Academy our PSHE curriculum intentions are to build a PSHE curriculum, which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community. The PSHE Association evaluated research ‘A case for PSHE’ indicates that PSHE when taught well - helps keep children and young people safe, physically and emotionally healthy and prepared for life and work.

**Implementation**

**Clear and comprehensive scheme of work in line with the National Curriculum.**

At St. Gabriel’s Primary Catholic Voluntary Academy, The PSHE curriculum has three core learning themes: health and wellbeing, relationships and living in the wider world. It also incorporates the RSE policy and SOW and identifies links to the Catholic Faith, British Values, Cultural Capital, SMSC and schools essential knowledge into the curriculum. Children will become more aware of RSE and know how they are unique and made in the likeness of God.

**Knowledge Organisers**

Children have access to key knowledge, language and meanings to understand PSHE and to use across the curriculum.

**Wider Curriculum**

All subjects make a link to PSHE, BV, SMSC and the language is used consistently by all staff.

**Displays**

Across school PSHE, BV and SMSC displays throughout school reinforce the PSHE curriculum enabling children to make links.

**Assemblies and Worship**

Whole school, Key Stage and class assemblies/worship always make a link to PSHE, British Values and SMSC.

**Parent Consultation**

At St Gabriel’s, Parents are informed of the content of the RSE programme of work during the class transition meetings, planned information sessions, and further support / clarification will be given if required.

**Teaching Sequence and Pedagogy in PSHE**

In PSHE, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In PSHE, the following approaches will be used, and be evident in pupil discussion, observations and work in books, in order to ensure that the PSHE learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their art experiences in school:

Step 1 - ‘The Big Picture’ – setting the PSHE learning that is about to take place within the chronology of pupils PSHE learning to date. Starting with what the children know, understand, are able to do and able to say

Step 2 - Review most recent learning in PSHE.

Step 3 - Specify key vocabulary to be used and its meaning.

Step 4 - Provide relevant and realistic information, which reinforces positive social norms.

Step 5 - Provide opportunities for the children to work interactively with the teacher acting as the facilitator

Step 6 - Provide opportunities for children to make real decisions about emotions confidently, their lives, to take part in activities, which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

Step 7 - Individual reflection on the learning that has taken place

**Intended Impact**

* Children will know more and remember more about PSHE.
* Children will recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
* Children will demonstrate a healthy outlook towards school – attendance will be at least in-line with national and behaviour will be good.
* The large majority of children will achieve age related expectations across the wider curriculum in addition to the core subjects.
* Children will develop positive and healthy relationship with their peers both now and in the future.
* Children will understand the physical aspects involved in RSE at an age appropriate level.
* Children will know they are made by God and made in the likeness of God.
* Children will have respect for themselves and others.
* Children will have positive body images.