



**Subject intent** Our PSHCE curriculum develops the qualities, skills and attributes children need to thrive as individuals, family members and members of society both now and in the future. It has been carefully designed to ensure that our children feel safe, valued and confident to develop themselves, their understanding of the world and their ability to communicate their feelings so that they feel equipped to manage their futures as they embark on their next steps and beyond. We intend for the children to learn ways to care for each other, respect and empathise difference, and become valued members of their communities and agents of change.

**If you were to walk into a PSHCE lesson at Esher Church School you would see:** Our spiraling curriculum taught through planned engaging, thought provoking, active and inclusive learning. We provide a safe space for all our children to explore the themes of: Health and Wellbeing, Relationships and Living in the Wider World. Children work collaboratively in groups, as whole classes as well as individually. This provides opportunities to improve social skills and emotional literacy as well as moments for reflection. Our lessons focus too on the importance of transferable life skills. Children learn that they have a voice and can explore issues that matter to them with growing confidence. Lessons employ a range of teaching and learning approaches that include; discussion, research, active science/citizenship, draw and write activities, use of stories and circle time. We recognise the role of PSHCE at the heart of everything that we do so there are close links to other curriculum areas such as: Science, PE, Computing and RE.

**Successes in 2022-2023**

- Achieved the Antbullying-Alliance Gold Award for the second year running.
- ECS were represented in the House of Lords to share Anti-bullying ethos, processes, policies and engagement
- PSHCE lead presented to all Anti-bullying Alliance Schools as part of Antbullying week
- Whole school engagement for Antbullying week including a new school definition and logo
- Fortnightly School Parliament meetings
- Active Year 5 Playground Friends engaging with all children. The Playground Friends have been trained and meet fortnightly to discuss playground activities and ways to deal with situations which may arise.
- Achieved the International Eco Schools Award with Distinction
- Year 6 developed planned and held a Christmas Market for the whole community as part of their Enterprise Project
- Playground Friends created a project proposal for as new chill out space, raised money to buy resources for the new space.
- Greater focus of Pupil Voice including opportunities for children to communicate any concerns and achievements

**Pupil Premium, British Values, challenge and SEND (implementation)**

- Whole school British Values assemblies and assemblies linked to our School Values and national weeks including Anti-bullying/ Safer-Internet weeks.
- Picture News assemblies.
- Termly Neurodiverse assemblies
- More child-led assemblies
- Children learn about democracy through class elections and presenting their views to the school council and their own classes/ houses in addition to curriculum learning.
- School Parliament and Playground Friends and their lead Teachers have had the opportunity to share their Anti-bullying processes and policies to the School Governors
- Lessons and activities are adapted as appropriate to meet individual needs
- “I wish my teacher knew” boxes established in all classrooms and staffroom to enable all children and adult to have access to support

**Priorities for 2023-2024**

- Weekly School Parliament meetings (with a newly elected group of children) including a visit to the Houses of Parliament with last year and this year’s representatives
- Newly trained and active Year 5 Playground Friends, including fortnightly meetings
- To maintain the International ECO Schools Award
- To introduce a new PSHCE curriculum.
- Termly Whole School Circle Times
- Whole School engagement in Anti-bullying week and continued high priority of Anti-bullying throughout the year alongside the Antbullying Alliance
- To review and refine the RSE curriculum across the school
- Collaboration with Safer-Internet week
- Well-being Story-Project books reviewed, and books used to support the PSHCE curriculum as and when necessary. New Literacy Leaves and Writing Leaves books chosen to represent the Diverse culture in which we live with links to the PSHCE curriculum.
- Termly whole school focus on Neurodiversity including ADHD, ASD, Dyslexia
- Celebration of National well-being days including World mental health day “Helloyellow”
- PSHCE leads to collaborate with other PSHCE leads

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| <ul style="list-style-type: none"> <li>• Delivered effective RSE curriculum across the whole school, following on from the new Scheme of work, including meetings with parents</li> <li>• Strong links with Safer Internet week including collaboration with the Breck Foundation</li> <li>• Celebration of national well-being days</li> <li>• Our Eco Team representatives presented to the School Governors at the FGM.</li> </ul>   |   | <ul style="list-style-type: none"> <li>• The library to contain a display updated regularly to represent national weeks including Black History Month, National Womens week, Neurodiversity weeks</li> <li>• Development of more opportunities for parental engagement.</li> <li>• Continue Year 6 financial capabilities learning though their Enterprise project.</li> <li>• Development of a School Travel Plan that reflects The ECS’s belief in the need for sustainable travel for its community (Climate Action advisor from Let’s Go Zero to visit</li> <li>• To continue to develop the school grounds to create greater biodiversity and more opportunity for outdoor learning</li> <li>• Plant 400 trees donated from the Woodland trust.</li> <li>• Playground Friends create a new chill out space in the playground.</li> <li>• To participate with To Cut your Carbon month and Earth Hour</li> <li>• To become a Plastic Clever School</li> </ul> |
| <p><b>Parental engagement (implementation)</b></p> <ul style="list-style-type: none"> <li>• Parents informed of RSE curriculum content through Year Group letters and meetings</li> <li>• School Parliament, Playground Friends, Anti-bullying, ECO initiatives and PSHCE lessons shared with all parents in weekly Newsletters and on social media</li> <li>• Information shared with parents on Online Safety</li> <li>• RSE information meetings in years 5&amp;6</li> </ul> | <p><b>Monitoring, observation, and validation, including pupil voice considering progression (impact)</b></p> <ul style="list-style-type: none"> <li>• School Parliament and Eco ambassadors have spoken to their classes and discussed in meetings their ideas and visions for PSHCE, RSE and other subjects</li> <li>• PSHCE leads have engaged in staff and pupil voice regarding PSHCE and RSE ,have completed a whole -school book and planning scrutiny and some lesson observations.</li> <li>• PSHCE leads are exploring various PSHCE curriculums and schemes with the intention of creating/ refining a new curriculum</li> </ul> | <p><b>Professional development opportunities</b></p> <ul style="list-style-type: none"> <li>• Anti-bullying staff meetings/ staff information in preparation of Antibullying week</li> <li>• Anti-bullying information updated on Teams and areas of information included in some staff-briefing notes</li> <li>• PSHCE leads to attend relevant CPD including PSHCE meetings and more specific CPD including Anti-bullying and dealing with low level disruption from children with neurodiverse needs. Information to be shared with staff</li> <li>• RSE information meetings for all years.</li> </ul>  |