



Markland Hill Primary School – PSHE Intent, Implementation and Impact Statement

PSHE	INTENT	IMPLEMENTATION			IMPACT
	Our intention is that when children leave Markland Hill, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being. Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education (RSE) enables our children to learn how to be safe, and to understand and develop healthy	Implementation At Markland Hill we use the SCARF Scheme of Work as a basis for our PSHE curriculum. SCARF lesson plans have been designed to cover all aspects of PSHE (including RSE). The SCARF half-termly units provide a spiral curriculum, ensuring age-appropriate teaching and learning from children's first to final year at Markland Hill. For each year group, there are six themed units which provide a complete PSHE and wellbeing curriculum.			The engaging and high-quality PHSE education at Markland Hill allows pupils to understand the world around them, manage situations, understand healthy relationships and become successful, responsible citizens who make a positive impact on the world. The impact of learning is measured against the key objectives and concepts within a sequence of learning and is a measure of how much knowledge has been acquired but more importantly through interactions with peers and adults.
	Autumn 1 - Me and My Relationships... ...explores feelings and emotions, develops skills to manage conflict, identifies our special people and equips children to recognise the qualities of healthy friendships and how to manage them.	Autumn 2 - Valuing Difference... ...includes a strong focus on British Values, supports children to develop respectful relationships with others, recognise bullying and know their responsibilities as a bystander.	Spring 1 - Keeping Myself Safe... ...covers a number of safety aspects from statutory Relationships Education including being able to identify trusted adults in their lives, what to do when faced with a dilemma and recognising appropriate and inappropriate touch.	Spring 2 - Rights and Responsibilities... ...explores broader topics including looking after the environment, economic education and the changing rights and responsibilities children have as they grow older.	Summer 1 - Being My Best... ...includes a focus on keeping physically healthy, developing a growth mindset to facilitate resilience, setting goals and ways to achieve them.



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	relationships, both now and in their future lives.			approach this with confidence.	
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