



MILL HILL COMMUNITY PRIMARY SCHOOL  
CURRICULUM CO-ORDINATOR END OF YEAR REVIEW 2019-2020

CURRICULUM AREA	PSHCE
CURRICULUM CO-ORDINATOR	Michelle Emms (with Rebecca Bainbridge)
DATE OF REVIEW	July 2020

FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
At the focusing stage the co-ordinator recognises that the school is at the beginning of a process. The co-ordinator identifies what is happening already but recognises that much remains to be done.	At the developing stage the school has started to address some aspects of the key area but there is a need for further development to secure and consolidate practice and process in identified aspects.	At this stage there still remains some issues to address in terms of whole school consistency and cohesion but many things are now in place and are becoming embedded, there has been significant development in the quality of provision and a real impact on standards.	At this stage the identified aspects of the subject are embedded fully in whole-school approaches and practice. There is whole school consistency and cohesive practice and the impact on standards and progress is evident.

Monitoring activities 2019-2020?	
What monitoring has taken place in FS/KS1/KS2? ✓ Planning review ✓ ✓ Book scrutiny ✓ ✓ Pupil interview ✓	Who has been involved in monitoring? ➤ M Emms ➤ R Bainbridge ➤ Pupils from all KS
What are the main strengths in this curriculum area?	
FS/ KS1 <ul style="list-style-type: none"> <li>Comprehensive and updated PSHE scheme enables quality coverage of key topics.</li> <li>Subject underpins school and British values.</li> <li>Learning has direct relevance to their lives inside and outside school, eg playground relationships and can be adapted to the needs of the cohort.</li> <li>Variety of teaching and learning styles enjoyed by sampled pupils.</li> </ul>	KS2 <ul style="list-style-type: none"> <li>Pupils enjoy subject and see relevance to life outside of school and their futures.</li> <li>Pupils value support with dealing with changes in their lives, promoting well-being.</li> <li>Opportunities for collaborative learning promote interpersonal skills and confidence.</li> <li>Comprehensive and updated PSHE scheme enables quality coverage of key topics.</li> </ul>
What are the areas for development in this curriculum area?	
FS/ KS1 <ul style="list-style-type: none"> <li>Ensure SRE lessons adhere to updated (2020) SRE policy</li> <li>Link units more explicitly to school vision and values.</li> </ul>	KS2 <ul style="list-style-type: none"> <li>Ensure SRE lessons adhere to updated (2020) SRE policy</li> <li>Link units more explicitly to school vision and values.</li> </ul>
How is pupil progress and attainment evaluated?	
KS1 <ul style="list-style-type: none"> <li>Notes made through circle time</li> <li>book</li> <li>Teacher assessment against statements and assessed as on track, not yet on track, greater depth.</li> <li>Reference to self-esteem survey, bullying logs</li> </ul>	KS2 <ul style="list-style-type: none"> <li>Self-assessment against learning objectives on topic title pages.</li> <li>Books</li> <li>Teacher assessment against statements and assessed as on track, not yet on track, greater depth.</li> </ul>
Progress of Pupil Premium Pupils in this curriculum area 2019 - 2020	
FS/ KS1/ KS2 Data not available because of Covid-19 shut down.	
What are the next steps in this curriculum area? (include any actions for PP, SEND, EAL)	



MILL HILL COMMUNITY PRIMARY SCHOOL  
CURRICULUM CO-ORDINATOR END OF YEAR REVIEW 2019-2020

- Preparing for Statutory Status to ensure appropriate coverage (including reviewing policies and liaising with computing and Science co-ordinators)
- Monitor pupils including PP more closely, by speaking to class teachers, then referring to menu of possible strategies
- Build up further classroom resources – positive LGBT role models.
- Make links between units and School Vision and Values so pupils more aware.

What are pupil attitudes to this curriculum area?

KS1

- Pupils said they enjoyed the subject
- Pupils found partner learning valuable
- Pupils made links to life outside school, for example dangers of drugs and smoking, how to be healthy
- Pupils made links to being safe in school including safe classrooms and dealing with playground issues
- Some pupils were unsure how to judge their own progress
- Pupils said they loved circle time 'because we're really listened too'.

KS2

- Pupils said they enjoyed the subject, because it is sometime fun and you learned how to improve
- Pupils identified a variety of teaching and learning strategies which they both enjoyed and found valuable, including partner talk, circle time, soap box, role play and creating a rap during Anti-Bullying Week.
- Pupils made links to their life outside of school, specifically e-safety and learning about drugs
- Pupils made links to their life inside school, specifically anti-bullying 'helped me turn it around'
- Some pupils were unsure how to judge their own progress beyond teacher feedback, others said that they felt more confident
- KS2 pupils said they appreciated circle time as it helped them know that other people were going through similar things.

How does this curriculum area contribute to the teaching of English and Mathematics?

ENGLISH

- Many opportunities for speaking and listening, developing confidence in front of others and cooperation skills.
- Opportunities for writing for different purposes, such as raps and posters.

MATHS

- In Upper KS2 there is a focus on 'Financial capability' which links with money and problem solving

What are the key resources?

- North Yorkshire Personal Development Programme

Curriculum intention: What are the objectives of your curriculum area?

- To equip pupils with the skills they will need to live a happy and productive life and to keep themselves healthy and safe.
- To nurture attributes such as resilience, self-esteem, risk management, critical thinking, and the ability to work as a team.
- To provide pupils with age appropriate knowledge and vocabulary on specified topics.



MILL HILL COMMUNITY PRIMARY SCHOOL  
CURRICULUM CO-ORDINATOR END OF YEAR REVIEW 2019-2020

Curriculum intent and implementation: How is your curriculum area sequenced, structured, designed and implemented?	
<ul style="list-style-type: none"><li>❖ Years 1-6 cover three core units a year from NYCC curriculum, one on Anti Bullying and one on Healthy and Safer Lifestyles. These are progressive and comprehensive.</li><li>❖ Years 1-6 also cover selected optional units from Economic Well Being, Myself and My Relationships, Citizenship, Healthy and Safer Lifestyles.</li><li>❖ E-safety is currently an area of overlap with computing.</li><li>❖ Year R follow and assess against Personal, Social and Emotional Development Early Learning Goals.</li><li>❖ In addition to the explicit teaching of the PSHCE curriculum, there are many systems, strategies and events in place which complement and enrich the learning.</li></ul>	
How does the school vision and values impact your subject intent and implementation?	
How does your curriculum reflect the British Values and SMSC?	
<ul style="list-style-type: none"><li>▪ Citizenship units link directly to The Rule of Law, Democracy, Individual liberty and diversity.</li><li>▪ Anti-Bullying units also reinforce the values of mutual respect.</li></ul>	
Which areas of your Curriculum Action Plan require focus in the next academic year?	
<ul style="list-style-type: none"><li>▪ Preparation for Statutory Status to ensure coverage</li><li>▪ Access to data for subject to enable more accurate monitoring</li></ul>	
What CPD has been attended?	What has been the impact of the CPD?
<ul style="list-style-type: none"><li>▪ PSHE webinars</li></ul>	<ul style="list-style-type: none"><li>▪ Able to inform staff about upcoming changes in statutory status.</li></ul>