



Godalming Junior School

Subject: PSHE

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Our curriculum intent for PSHE at GJS

PSHE is a core subject at GJS. It provides integral opportunities for children to develop their spiritual, moral, social and cultural awareness and emotional intelligence. Our bespoke PSHE curriculum is delivered through weekly lessons across the school supported by weekly assemblies, the schools values based approach to education, the schools UNICEF **Gold** standard Rights Respecting School status and its **Love, Live, Learn** ethos

- At Godalming Junior School, we strive to provide a Personal, Social and Health Education that is values based, language rich and appropriate in its content for each year group.
- PSHE is taught to every class for an hour and is an intrinsic part of the curriculum.
- It is embedded into the curriculum through a Circle Time on a Friday afternoon. During this half hour session, children apply many of the PSHE aims as well as using emotional regulation and strategies for wellbeing taken from 'Trick box'.
- Our PSHE curriculum is closely aligned to the school motto *Love, Live, Learn*, core values and UNICEF Rights Respecting Schools profile as a recognised **GOLD** standard school in 2023
- PSHE at GJS is a core subject and plays an integral part in promoting healthy relationships, excellent behaviour and significantly contributes to the children's wider development, which was considered 'impressive' by Ofsted in 2022.

How we implement the curriculum at GJS

- PSHE is formally taught to every class once a week by our PSHE accredited facilitator
- The subject is monitored by the Subject Lead in conjunction with our PSHE teacher and Headteacher who reinforces themes during whole school assemblies.
- Our curriculum is bespoke to Godalming Junior School; drawing on advice from [DfE guidance](#) and the [PSHE Association](#) while incorporating our [School Values](#) and [UNICEF RRSA](#).
- The subject is split into three strands: **Relationships, Health and Safety** and **The Wider World**.
- The curriculum is cyclical, revisiting the previous year's learning, building a deeper understanding and encouraging the children to model how to be **R.O.C.K** (Respectful, Open, Confidential and Kind).
- Human Rights Week is a staple of the **1000** programme and is the time of year when the 'Rights of the Child' are revisited and introduced to the new children in the school, evidence is gathered to maintain our accredited UNICEF RRS **Gold** standard and pupil surveys are carried out.
- During Healthy Week, there is a focus on mental health and emotional wellbeing. This builds on the learning of the Zones of Regulation that are taught at the beginning of the year across the school. Our commitment to supporting the mental health and wellbeing of everyone at the school was integral in the school becoming a **Gold** standard Surrey Healthy School in 2018.
- During Earth Week, children are reminded of their role as part of a global community and are encouraged to think about what they can do to make a positive difference in the world.
- ELSA trained members of staff work with children 1:1 or in small groups to support them with emotional needs that require specific intervention.
- RSHE is taught in a respectful, sensitive and supportive environment at GJS following the [DfE statutory guidance for schools](#).

The impact of our PSHE curriculum at GJS

- 'Zones of Regulation' have become an integral part of the morning routine and has been woven into school policies such as the [Behaviour Policy](#).
- Due to the level of pastoral care supported by our PSHE curriculum, attendance is a strong feature of school, consistently being at +95% and persistent absences being below 10%
- Behaviour incidents are rare because relationships are strong throughout the school, modelled by all staff members, again reinforced by the content of areas of the PSHE curriculum
- Children ENJOY PSHE lessons and often carry out their own independent research extension tasks at home around the theme in focus in lessons. Children have the opportunity to talk, discuss, question and debate in PSHE lessons as part of the 'language rich' experiences. This also includes looking at local, national and global events at an age appropriate level to develop their 'community literacy'.
- Pupil survey outcomes related to safety at school and relationships are consistently high and can be found on the school website [here](#).
- Children reflect positively on their time at the school during their exit interviews with the headteacher at the end of their time at the school. They often remark on how prepared they are for secondary school and how PSHE lessons have helped reinforced the values, their knowledge of Rights and how they will continue to **Love, Live and Learn**.

Action Plan Review 2022-23

Intent	Implementation	Costs	Actual Impact
<i>To embed Wellbeing Team (HT, ELSA and WL)</i>	Arrange meetings half termly, decide on agenda and areas of focus with wellbeing for both child and staff being central Check in with staff and children alike to ensure GJS continues to embody the <i>calm and purposeful working atmosphere</i> Be aware of the various pushes and pulls for staff to engage in social events (termly)	Time Agreed Budget contribution	<i>Handover of Wellbeing lead due to staff changes have been successful and smooth. Wellbeing and Mental Health Lead are now held by those on the SLT. Wellbeing was a strength in recent SWOT survey and is a consideration when carrying out policy review.</i>
<i>To review economics subject areas for both Y5 and Y6 PSHE curriculum</i>	Review plans and suggest changes, additions and alterations within most relevant area Seek resources that could be used within this unit	Time	<i>PSHE planning in the upper school to be reflective of 'what is needed' in modern Britain - Ongoing</i>
<i>To introduce 'home talks' as HW tasks linked to subject content, values, RRS Articles, ethos within newsletters or GC</i>	Share with staff the intent Staff to consider WHEN the Home Talks will happen How will this be 'fed back' if at all	Time	<i>Home/School link to be further brought together and in touch with the learning at school - Ongoing</i> <i>CT's to assist PSHE lead to provide 'additional' HW 'optional' tasks</i>

Action Plan for 2023-24

Intent	Implementation	Costs	Projected Impact
<i>To review economics subject areas for both Y5 and Y6 PSHE curriculum</i>	>Subject Lead to continue to review plans and suggest changes, additions and alterations within most relevant area >Continue to seek resources that could be used within this unit	Time	<i>PSHE planning in the upper school to be reflective of 'what is needed' in modern Britain - Ongoing</i>
<i>To embed 'home talks' as HW tasks linked to subject content, values, RRS Articles, ethos within newsletters or GC</i>	>Share with staff the intent in order to further illustrate the school's 'language rich' ambitions >Staff to consider WHEN the Home Talks will happen How will this be 'fed back' and linked to curricular areas, 10richment weeks or 'in focus' values	Time	<i>Home/School link to be further reinforced - Ongoing</i> <i>CT's to assist PSHE lead to provide 'additional' HW 'optional' tasks</i>
<i>Maintain Surrey Healthy Schools status</i>	>Complete the SHS audit tool >Continue to monitor the effectiveness of the PSHE curriculum through learning walks, books looks, planning scrutiny, pupil interviews >Lead staff meeting on the curriculum and general SMSC intent of the school	Time	<i>Following QA from the Surrey board, achieve Surrey Healthy School status for 2 more years (2026)</i>

