



William Stockton Primary School

PSHE: Intent, Implementation, Impact Statement



PSHE and No Outsiders Intent, Implementation, and Impact Statement

Intent

At William Stockton, our intention is to cultivate a safe, inclusive, and nurturing environment for all pupils through our Personal, Social, Health and Economic (PSHE) education. We firmly believe that a well-rounded PSHE curriculum, complemented by the No Outsiders programme, equips children with the knowledge, skills, and attitudes necessary to thrive in a diverse society.

Our PSHE curriculum aims to:

- Promote the emotional and mental well-being of students, ensuring they feel valued and respected.
- Instil values of empathy, equality, and respect for diversity in all forms, including race, gender, sexuality, and ability.
- Encourage pupils to be active citizens who understand and are able to exercise their rights and responsibilities, fostering a strong sense of community and belonging.
- Develop critical thinking skills enabling children to navigate an increasingly complex world and make informed choices.
- Understand how bodies change and grow as people get older.

By embedding these principles into our teaching, we prepare our pupils not just academically, but as well-rounded individuals ready to face future challenges with confidence and compassion.

Implementation

At William Stockton, we implement our PSHE and No Outsiders programmes through a carefully structured curriculum that is progressive from Nursery to Year 6.

Curriculum Structure

- **Timetabling:** PSHE lessons are taught regularly, with additional sessions dedicated to No Outsiders themes baked into our curriculum.
- **Cross-Curricular Links:** We integrate PSHE learning objectives into other subjects, providing real-world contexts that reinforce key concepts.
- **Inclusive Resources:** A variety of high-quality resources, including books, videos, and guest speakers, are used to teach topics such as relationships, mental health, diversity, and responsibilities as citizens.

Staff Training and Development

- **Professional Development:** All staff members receive ongoing training in PSHE and the principles of No Outsiders to ensure they are well-equipped to deliver the curriculum effectively and sensitively.
- **Collaboration and Sharing Best Practices:** Regular staff meetings provide a platform for discussing experiences, resources, and strategies for engaging children in these essential topics.

Parental Involvement

- **Feedback Mechanisms:** Through surveys and informal discussions, we gather parents' perspectives on our curriculum to ensure it reflects the values and beliefs of our community.

Regular Assessment and Review

- **Formative Assessments:** Teachers assess pupils' understanding through observations, class discussions, and reflective journals, enabling them to adapt their teaching to meet the needs of every learner.
- **Curriculum Review:** The PSHE curriculum is reviewed annually based on feedback from pupils, parents, and staff, ensuring it remains relevant and impactful.

Impact

By embedding PSHE and No Outsiders into our school ethos, we have seen significant positive outcomes across our community.

Student Outcomes

- **Emotional Well-being:** Pupils report higher levels of emotional resilience and confidence, with staff observing an increase in empathy and peer support amongst students.
- **Engagement in Learning:** Engagement levels in PSHE lessons are high, with pupils able to express their views and participate actively in discussions about diversity and inclusivity.

Community Cohesion

- **Inclusive School Culture:** The No Outsiders initiative promotes an environment where diversity is celebrated, leading to fewer incidents of bullying and discrimination.
- **Positive Relationships:** Relationships between pupils, staff, and families are strengthened, fostering a sense of community that encourages dialogue and collaboration.

In conclusion, William Stockton is dedicated to ensuring that our PSHE and No Outsiders initiatives are not only exemplary in structure and delivery but also reflective of our

commitment to preparing our pupils to become respectful, responsible citizens in an increasingly diverse world.