



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 ALL children to develop their spiritual, moral, social and cultural awareness and emotional intelligence within an inclusive setting. We strive to provide a Personal, Social, Health and Economic Education that is values based, language rich and appropriate in its content for each year group.

- Our aim is to equip ALL children with resilience, confidence, independence, knowledge and emotional wellbeing to navigate their way through the many challenges that they may face during their time at GJS (e-safety, road & rail safety, relationships to name a few) and to prepare them for their next steps in education and for life in modern Britain.
- We are a UNICEF Rights Respecting School which was recognised as a **Gold** standard school in 2023. It is our intention that ALL staff and children are aware of these rights and that they are embedded in our whole school curriculum.
- Our PSHE curriculum is closely aligned to the school motto: **Love, Live, Learn**, which is further embedded in the classroom, in whole school assemblies and through a weekly Circle Time on a Friday afternoon.
- We use a values based approach to our curriculum where 12 core values are explored on a half-termly basis, over a 2-year period. These core values are embedded in the classroom, supported by weekly assemblies and are embedded in our behaviour and other school policies.
- It is intended that the foundations of PSHE are embedded into the curriculum through a regular, weekly 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 curriculum is bespoke to Godalming Junior School; drawing on evidence based research from [DfE guidance](#) and the [PSHE Association](#) while incorporating our [School Values](#) and [UNICEF RRSA](#). PSHE is taught by the class teachers, in a respectful, sensitive and supportive environment at GJS following the [DfE statutory guidance for schools](#) and it is reflected on and reviewed each year.
- PSHE at GJS 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

- We provide a coherently planned curriculum that equips young people for the real world. 3 key areas are explored: **Relationships, Living in the Wider World and Health and Wellbeing**.
- PSHE is formally taught to every class, once a week, for an hour, by our PSHE accredited facilitator; this ensures consistency across the school.
- The subject is monitored by the Subject Lead in conjunction with our PSHE teacher and Headteacher who reinforces themes during whole school assemblies.
- The curriculum is cyclical, building on 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).
- The curriculum is taught following the school's Progression of Skills and Knowledge document ensuring ALL children have full access to a **language rich, values based, ambitious and inclusive** curriculum.
- At GJS we refer to previous learning through our **✓BOLTS✓** (Building On and Leading To) to enable children to make connections in their learning and understanding of their wider world.
- Human Rights Week is a staple of the 10Richment 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 and again in 2024.
- 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.

The impact of our PSHE curriculum at GJS

- 'Zones of Regulation' have become an integral part of the morning routine and have been woven into PSHE lessons where they are taught explicitly as well as 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 respect each other, are supportive of one another's wellbeing and can demonstrate high levels of self-control within a supportive and nurturing environment.
- 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, listen, 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'.
- PSHE has a positive impact on ALL children at GJS which is reflected in pupil voice surveys and our subject body maps.
- 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**.
- Following twice-yearly data drops in all foundation areas, this allows the subject lead to scrutinise content of the curriculum, the pitch and expectation of activities and overall aims of units of work. This is then fed back to colleagues to make slight alterations to ensure the curriculum is fit for purpose each year.

Review 2024-25

Intent	Implementation	Costs	Actual Impact
To review economics subject areas for both Y5 and Y6 PSHE curriculum	>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	Economics included into upper school phase PSHE units of work.
To embed 'home talks' as HW tasks linked to subject content, values, RRS Articles, ethos within newsletters or GC	>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	Some home talks are included at the end of PSHE lesson slides and recommended in weekly newsletters as 'optional' homework tasks.
Maintain Surrey Healthy Schools status	>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	Surrey Healthy School status maintained from February 2024 until 2026

Action Plan for 2025-26

Intent	Implementation	Costs	Projected Impact
To embed robust assessment processes in PSHE	<ul style="list-style-type: none"> • Subject lead to review mtp and suggest opportunities for assessment in each of the 3 strands. • Continue to read and research assessment opportunities in PSHE through PSHE Association and Ofsted guidance • Introduce possible assessment tasks for each year group to teachers in a staff meeting and set expectation for them to be implemented in September 2025. 	Time £65 for membership to PSHE Association	Teachers and SLT will be able to measure the progress of ALL children in PSHE. These assessments will inform future planning to ensure that all key areas are covered in our PSHE curriculum and ALL children are accessing this.
To introduce sentence stems for discussion	<ul style="list-style-type: none"> • Subject lead to review key topics for discussion in each strand and create sentence stem cards for the children to use in class. • Subject lead to introduce sentence stem cards to teachers in Y3 and ask them to trial some of these in the summer term before rolling them out in September across the school. 	Time Laminating pouches	ALL children will have the support to contribute to class discussions by using the provided sentence stems. LB will model how these sentence stems should be used to articulate opinions.
To promote 'Home Talks' to be consistently set half termly across the school	<ul style="list-style-type: none"> • Subject lead to review key topics taught in PSHE, staff survey and national issues to identify possible subjects for Home Talks. • Subject lead to create generic structure, including some key questions, for a Home Talk homework. • Subject lead to create a long-term timetable for Home Talks and pass this to staff for their thoughts. • Once finalised, Subject lead to publish Home Talk timetable and structure onto the server for teachers to upload as homework every half term. • Timetable should be agreed by July 2025 so that Parents can be informed at curriculum evenings in September. 	Time	Children will be set 2 Home Talks per term via Google Classroom. Some of these will be the same across the school to account for siblings and others will be more specific to year group topics. At least one Home Talk will be about road safety. It is expected that many families will have the opportunity to discuss some key, age-appropriate topics at home.