

Audit of Personal, Social, Health and Economic Education (PSHE): Analysis

Dates: 23/08/2025

Aim	Observations	Activities where this can be observed/evidenced	What is the impact on pupils?
<p>Personal Effectiveness</p> <p>We teach and support the pupil to demonstrate:</p> <ol style="list-style-type: none"> 1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting). 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping). 3. Resilience (including self-motivation, perseverance and adaptability). 4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses). 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 6. Self-organisation (including time management). 	<ul style="list-style-type: none"> • All pupils actively participate in lessons and those who were reluctant when they joined the school, have this as one of their personal targets. • Pupils reminding each other and adults of the rules and expectations e.g. we do not use the 'b' word (boring) at school and 'We do not sit on tables'. • Pupils sharing the achievements of peers in Meet and Greet and assemblies. • Sharing alternative ways of solving problems such as in maths – how to multiply or divide decimals by 10, 100, 1000 etc. • All pupils feel comfortable to present ideas to the group, share their ideas, offer alternative points of view. • There is a steady increase in reading, spelling and maths levels as compared to data on entry. These are displayed in pupil's books to inspire and encourage further progress. 	<ul style="list-style-type: none"> • Morning staff briefing. • Meet and Greet. • Books and written work. • Assemblies. • Praise. • Rewards – daily, weekly and termly. • Classroom participation. • Breaks and lunch. • Peer – teaching (maths). • Tick sheets. • Individual Learning Plans. • Enrichment sessions. • MBS. • Learning grids (prior knowledge and progress levels). • Database of certificates. • Parent communication. • Pupil discussions. • Termly testing results for reading, spelling and maths. • End of day staff briefing. • Mindfulness sessions 	<ul style="list-style-type: none"> • Reduction in the number of major incidences reported. • A higher proportion of 100% achievement in daily personal targets set (see target sheet data). • All pupils contribute to breakfast challenge during Meet and Greet. • Average of £1 earned in pennies per week. • The number of pupils achieving awards: daily (rocky road and WOW time), weekly and termly certificates is steadily increasing. • There is growing evidence of increase in independent learning and contribution to classroom participation. • Quality and quantity of work in books and other sources show a growing confidence in writing. • Social interactions including play during breaks and lunch is safe and interactive. • Improved progress and attainment in formative and summative half termly assessments.

<p>7. Strategies for identifying and accessing appropriate help and support.</p> <p>8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence.</p> <p>9. Recalling and applying knowledge creatively and in new situations.</p> <p>10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect).</p>	<ul style="list-style-type: none"> • Pupils' tick sheets show that they are most often achieving 100% of their daily targets. • More than 80% of pupils have participated in staff interview process. • All pupils have led tours for visitors, guests, new and prospective pupils and their families. • A significant proportion of pupils have acted as junior chefs and waiters in events such as Christmas meal and official opening of the school. • Pupils learn about themselves through baseline assessments such as All About Me and topics such as Who Am I in lessons. • When deciding on reward trip venues, pupils participated in voting through a secret ballot. Once trained, they completed it and watched how votes were tallied and decision made. • Pupils have a choice of activity if they have earned WOW time each day. • Pupils are always given the opportunity to learn how to argue and defend points of view. Examples of this include consequences for rule breaching, mindfulness session plans. 		
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	<ul style="list-style-type: none"> • Pupils who breach school rules and expectations are quick to apologise and restore relationships. • Pupils have identified the genre or titles of books they prefer to read. School has used this list to buy books for the library and for pupils to read during DEAR sessions. • Pupils participate in staff interviews and form the pupil panel. Their views are taken into account when assessing interview outcomes. • All pupils have a risk assessment, individual learning plan and PEEPs (Personal Emergency Evacuation Plan) that help support their needs. • All pupils must eat fruit during break time; however, they have a choice of fruits they prefer. • Pupils complete termly surveys to share their views on their school experience. These are analysed and changes made if necessary. 		
Interpersonal and social effectiveness We teach and support the pupil to demonstrate:	<ul style="list-style-type: none"> • Peers can be seen helping each other manage their behaviour choices for example – reminding each other of consequences of actions. 	<ul style="list-style-type: none"> • Meet and Greet. • Assemblies. • Learning Area: discrete topic in The Society I Live In. • Use of scripts. 	<ul style="list-style-type: none"> • 100% of pupils show an ability to distinguish right from wrong. • 100% of pupils demonstrate an ability to think through the consequences of their own and

<p>1. Empathy and compassion (including impact on decision-making and behaviour).</p> <p>2. Respect for others' right to their own beliefs, values and opinions.</p> <p>3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think').</p> <p>4. Skills for employability, including:</p> <ul style="list-style-type: none"> • Active listening and communication (including assertiveness skills) • Team working • Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) • Leadership skills • Presentation skills <p>5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks).</p> <p>6. Recognising, evaluating and utilising strategies for managing influence.</p> <p>7. Valuing and respecting diversity.</p> <p>8. Using these skills and attributes to build and maintain healthy relationships of all kinds.</p>	<ul style="list-style-type: none"> • Pupils who breach school rules and expectations are quick to apologise and restore relationships. • In Mind, Body, Spirit sessions, pupils cover the following: <ul style="list-style-type: none"> ○ The different ways children can access the internet. ○ Sharing with peers the different ways that a child may be unsafe on the internet. • We have some 'non negotiables' in our expectations such as 'one voice' which are respected by pupils. • Pupils themselves have contributed to the set of rules by adding, for example, banning the use of the 'b' (boring) word in school. School should not be boring but challenging at times instead. • The school has its set of rules that all pupils must adhere to. Any infringes result in consequences. Pupils are aware of these and will remind peers of any infringement such as respecting the personal space of others, you are liable to pay the costs of any damage such as scrunching of paper (20p) 	<ul style="list-style-type: none"> • Policies, procedures and practices. • Routines and structure. • Displays. • Books and written work. • Posters. • Parent feedback. • Pupil voice. • Staff voice. • Theme Days. • Enrichment. • Break and lunch times. • Meet and Greet. • Assemblies. • Curricular activities and events. • Positive relationships with parents / carers and the wider community. • The learning and teaching environment. • Inclusion. • Displays. • Fundraising for charity. • A wide range of visits and visitors. • Pupil induction procedures. • Various aspects of our enrichment and extra-curricular programmes. • Visits – carehome visits • Trips and visits • 	<p>others actions (restorative processes).</p> <ul style="list-style-type: none"> • 100% of pupils are confident and willing to express their views on ethical issues and personal values. • 100% of pupils show, almost always (unless they are struggling with their own needs) a respect for others' needs, interests and feelings as well as their own. • Pupils learn life lessons on the consequences of breaking the law. • Pupils feel reassured that systems make them feel safe and secure. • All pupils demonstrate the ability to consider and respect a diversity of opinions. • All pupils, under supervision, work and learn co-operatively. • All pupils are able to demonstrate the skills of empathy and tolerance. • All pupils can recognise and respect differences and similarities in each other, staff and other adults. • All pupils understand discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality.
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	<ul style="list-style-type: none"> • Pupils adhere to Health and Safety rules at all times. This includes taking LFT every Monday and Wednesday in school, frequent washing of hands before and after meals, classroom hygiene rota for sanitizing chairs and desks, use of toilet, safe play, etc. • They learn in particular information through lessons about the role of the police force, on-line safety, the justice system, etc. • As the school uses external venues for MBS/PE lessons, trips and visits, they have been taught to walk safely with their assigned adult in public. • Pupils follow the 'one voice' rule, where everyone listens while one person speaks. • Pupils wait until lunch is served to every pupil before they start eating. • One of the themes covered in EOMI is Outside My Comfort Zone. Here pupils cover the following objectives: <ul style="list-style-type: none"> • Look through the picture book: Racism and Intolerance (Children in Our World). Discuss what you think it means. Talk through some personal experiences of meanness. How did it make you feel? Draw, sing, design a 		
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	<p>game, write a poem or produce a short drama piece of how racism may make someone feel.</p> <ul style="list-style-type: none"> • In The Society I Live In lessons, pupils cover the theme Ubuntu which means community or people. Here they learn and explore about their heritage and share this with others, cultural creation stories such as Indian and African creation stories. They also work through the theme: Imperfect Society where they explore diversity and the plight of refugees. 		
<p>Managing risk and decision-making</p> <p>1. Identification, assessment (including prediction) and management of positive and negative risk to self and others.</p> <p>2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information).</p> <p>3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion).</p> <p>4. Assessing the validity and reliability of information.</p>	<ul style="list-style-type: none"> • Pupils who complete catch up during their WOW time do not challenge this. • Pupils can be heard apologising to each other when a rule is breached or behaviour choice is unacceptable. • Pupils follow hygiene routines consistently and confidently including the cleaning of the tables after eating, sanitizing desks and chairs at the end of the day, etc. • Pupils have participated in making gift bags for the elderly and homeless which were then delivered by the Salvation Army. 	<ul style="list-style-type: none"> • Community engagement: CBC. • Christmas Lunch. • Theme Day: Loneliness, Fair Trade. • Learning Areas: The Society I Live In, The World of Work, The World Around Me. • Helping with cleaning and tidying. • Pupil ambassadors. • Hygiene responsibility in class. • Morning routines. • Handwashing routines. • Meal etiquette. • Diversity in staff and governors. 	<ul style="list-style-type: none"> • 100% of pupils participate in charity fundraising and community events. • All pupils can confidently volunteer and exercise leadership (such as school ambassadors) and responsibility. • All pupils show an interest in and keenness to participate in inter-generational work (such as 'gift boxes for the elderly – 12/21). • All pupils have accepted and adapted to The Damara School's set of values, principles and beliefs. • All pupils are able to express their innermost thoughts and feelings through engaging in activities that they would normally not engage in

<p>5. Identify links between values and beliefs, decisions and actions.</p> <p>6. Making decisions.</p>	<ul style="list-style-type: none"> • All pupils have personal targets and tick sheet which they aim to achieve each day. • Given the nature of their needs, we give pupils limited choices to avoid anxieties and worries. • All pupils feel comfortable to present ideas to the group, share their ideas, offer alternative points of view. • Individual pupils have chosen to lead certain aspects of MBS/PE lessons. Two children share the lead during yoga sessions by demonstrating what others must follow. One pupil leads the warm up to the PE session through a dance routine. • Pupils complete their learning experience at the end of every lesson. This is completed on their learning grid. • In The Society I Live In lessons, pupils are taught about the law and the role of the police, justice system, the NHS, Jobcentre, etc • The school has a multicultural workforce who share their cultural experiences with the children at every opportunity. 	<ul style="list-style-type: none"> • Learning areas: The World of Work and The Society I Live In. • Careers advice and guidance 	<p>or have an interest in, for example using a range of colours other than those they like (yellow and orange).</p> <ul style="list-style-type: none"> • All pupils are comfortable exploring values and beliefs including religious beliefs and the way in which they affect people's lives. • All pupils show an awareness and interest in cultural diversity.
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