

What PSHE looks like in Goodrich CE (VC) Primary School



At Goodrich Primary school we adopt a thematic model to our primary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year, with three topics per half term. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year, whilst offering flexibility in terms of medium term planning.

Curriculum Intent

What a PSHE looks like in our school.

- PSHE is embedded in all that we do to enable our children to become independent, responsible, healthy and confident members of society.
- PSHE is taught as a block of lessons in the first week of every half a term.
- PSHE is taught by class teachers in Years 1-6.
- Some PSHE topics maybe cross curricula for example 'keeping safe' in KS1 covers staying safe online which links with our computing curriculum.
- All the children's thoughts, ideas, discussions are captured in a class 'floor book'
- Each class contribute towards a PSHE display which captures an essence of what has been covered each half a term.

This is our philosophy:

We aim to promote children's knowledge, self-esteem, emotional wellbeing and resilience, and to help them to form and maintain worthwhile and positive relationships. Children will be taught to have respect for themselves, and for others, within our local, national and global communities.

We aim to enable children to develop a deepening knowledge of their health and wellbeing, including their mental and physical health. We aim to equip children and young people with information, skills and values to understand and to be able to cope with the physical and emotional changes that happen during puberty.

We aim to prepare pupils adequately for adult life: its decisions, responsibilities, experiences and opportunities, and to allow pupils to develop fully as emotionally mature human beings. So, by the time they leave Goodrich, personal, social and health education (PSHE) enables our learners to become healthy, independent and responsible members of a society. It helps them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Our curriculum allows pupils to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

This is the knowledge and understanding gained at each stage:**By the end of EYFS pupils will:**

- Begin to develop and form positive relationships with adults and other children. This can be seen as they begin to show sensitivity towards others' needs and feelings while playing cooperatively and understanding turn-taking. In addition, the children will be developing their self-confidence and self-awareness by demonstrating that they can take risks in trying new activities. These children will be able to articulate when and how they need help, even in groups. Furthermore, when managing feelings and behaviour, they can show and talk about their own emotions as well as those of others. They will also understand how to differentiate between positive and negative behaviour and understand that unacceptable behaviour could have consequences.

By the end of Key Stage 1 pupils will be able to:

- Develop their awareness of themselves and others in contexts which are familiar to them – such as their home and school. They will also be able to understand how their behaviour impacts others around them and how to keep themselves safe and happy. The children will be able to identify what makes us all individual and unique and celebrate diversity within Goodrich Primary school. Closely related, children will be able to articulate their understanding of bullying and recognise the negative impact it has. When considering their aspirations and goals, children can express how they feel when they succeed and can begin to work collaboratively in groups to achieve a common goal. Children will be able to understand how their body has changed from being a baby and can use the correct terms to describe parts of their body that are private. As well as this, children will know how to take care of their bodies and mental health by leading a healthy lifestyle.

By the end of Key Stage 2 pupils will be able to:

- Be able to apply their understanding of themselves and others into the wider context of their communities and the world. Children will leave primary school with the skills needed to be a well-rounded member of society with a concrete understanding of their emotions and how to manage them effectively. By building on their knowledge from Key Stage 1, children will have further explored the diverse world we live in and will have built an understanding of the negative impact discriminatory behaviour can have whilst showing empathy with victims of this crime. In addition to this, children will understand how their body changes through puberty and into adulthood. Children will unravel the complex and confusing emotional changes that they experience during this stage of their lives. Furthermore, children will understand the detrimental impact that negative relationships with food, substances and media can have on their bodies and mental health. In order to be able to progress into Key Stage 3, children will set themselves aspirational targets and understand how their dreams and goals could be different to those of another child, from a different culture. They will be resilient children who have the correct tools to deal with and overcome challenges and setbacks. Children will be able to take their aspirations and apply them to the wider world allowing them to become a role model and a positive global citizen.

Curriculum Implementation – what do we teach? What does this look like?

This is how it works:

- At Goodrich we strive to provide our children with learning opportunities across and beyond the curriculum, in specific lessons, circle time, special school projects and other activities that enrich pupils' experiences.
- Our PSHE curriculum is split into the three key themes of Health and Wellbeing, Relationships and Living in the Wider World. These three themes have equal weighting and importance within teaching, and topics are taught on a rolling, spiral basis. Topics are revisited across year groups, whereby children's understanding is deepened. This allows for progression and retention of key skills and knowledge, and also the introduction of some concepts at an age-appropriate point.
- Our PSHE curriculum will incorporate an age appropriate understanding of RSE, as set out in the statutory guidance, enabling all children to be safe and to understand and develop healthy relationships both now and in their future lives.
- Some PSHE topics are taught within other subjects, especially Computing for example the teaching of e-safety within computing lessons.
- These specific topics may be taught by teachers other than the class teacher.
- There are always occasions where teachers may feel it necessary to teach PSHE as a result of an issue arisen in their own class.
- PSHE is an important part of school collective worship where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.
- We equip pupils with an age-appropriate, sound understanding of risk, with the knowledge and skills necessary to make safe and informed decisions and to recognise the importance of their own mental health and well-being.
- Lessons are taught as a block of lessons at the start of each half term.
- A taught session may look very different in one year group to the next - class teachers have discretion to plan and deliver teaching that suits the individual needs of their class, whilst ensuring that all curriculum content is covered effectively. There is no expectation that children complete formal written recording of teaching, all thoughts, ideas and discussions are captured in a class 'floor book'

This is what the adults do and how they support:

- Plan lessons which build on prior knowledge based upon PSHE skills and knowledge
- Support, encourage and value every child's opinions and thoughts
- Develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.
- Stimulate, challenge and nurture children's spiritual, moral, social and cultural curiosity
- Create a learning environment that ensures pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- Lessons are adapted to meet the needs of each individual class / pupils and to deal with issues as they arise
- Regular 'floor book' scrutiny, learning walks, pupil meetings and planning audits.
- Formative assessment through questioning throughout the lesson
- Photographic/video evidence
- Use of surveys and questionnaires.
- Regularly monitoring of the standards of children's work and the quality of teaching and learning in lessons
- Whole school professional development

This how we ensure all children can access the curriculum:

- To support all children, particularly those who have SEN or EAL needs, key vocabulary is referenced and specifically taught to extend the children's use of vocabulary and develop greater access to the curriculum.
- Seating children alongside good role models to support one another.
- Frequent repetition and revisiting to help make knowledge stick.
- By providing visual/practical prompts.
- Teaching lessons using a range of different techniques to suit a range of learning styles e.g. videos, interactive websites, atlases, world maps, fieldwork etc.

CURRICULUM IMPACT	<p><u>Curriculum Impact</u></p> <p>At Goodrich Primary School, we recognise the importance of PSHE in every aspect of daily life.</p> <p><u>This is what you might typically see:</u></p> <ul style="list-style-type: none"> • Happy, confident and engaged learners • Children practising and applying knowledge to different situations. • Children posing their own questions • Children working cooperatively in paired/group work. • A classroom environment with displays including vocabulary, to support learning. • Children discussing, reflecting and sharing their learning. • TIPTOP learning <p><u>This is the impact of the teaching how we know how well our children are doing:</u></p> <ul style="list-style-type: none"> • The pupils’ attitudes and behaviours around school, within lessons, at playtimes’ and out in the community demonstrate the respect, tolerance and high aspirations that our pupils have of themselves and each other. • The evidence is seen through the well-rounded, confident and independent pupils that leave us at the end of year 6 • Pupils leave us ready for their next step into Secondary school and are armed with skills, knowledge and understanding that they can take forward into adulthood. • Our pupils leave us prepared for life in an ever-changing modern Britain. They have the tools they need to succeed, keep themselves safe and thrive
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