

AKPS PSHE Curriculum



“Enabling life in all its fullness”

“I came that you may have life, life in all its fullness” (John10:10)

Our **Core Christian values** for our school are: *Perseverance, Creativity, Trust and Friendship.*

Policy For Personal, Social, Health and Economic Education (PSHE)

We have a separate RSHE & wellbeing policy.

Policy Date: December 2021

Date of next review: December 2024

This policy covers our school's approach to the teaching and learning of PSHE and Citizenship. It is based on current guidance from the PSHE Association. The policy will be made available to parents via the school website; paper copies may be requested via the school office.

Our Christian values underpin our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other.

They are supported to develop their own self and self esteem (shine) and be understanding of the need to respect, support and help others (reach). Wherever possible we make close links between our values, worship, RSHE and PSHE curriculum and link very closely with our golden thread of Wellbeing and Global advocacy. Both of these run through the heart of our curriculum and spiritually develop children as respectful advocates of change who strive to be excellent citizens in our community, country and world and support them to look after their own physical and mental health.

Rationale

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve (PSHE Association evidence base). The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition the learning provided through a comprehensive PSHE education provision is an essential to safeguarding pupils. This works closely with our RSHE policy which supports the statutory DFE requirements to teach relationships, health and sex education progressively across the primary school and as a Church school we use the Diocese 'Goodness and Mercy' framework and resources to deliver this. (See our RSHE policy on website)

PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Whilst all year groups are discreetly taught PSHE lessons, the skills, knowledge and understanding that is interwoven through our PSHE curriculum is also addressed across the wider curriculum such as PE, Science, Geography and History. We recognise that the discrete teaching of PSHE is one part of how children develop the attitudes and understanding they need to thrive and therefore apply our PSHE curriculum throughout the school day within our whole school approaches to behaviour management and pastoral care and use such

opportunities as moments to reflect and learn. Our curriculum develops the qualities and attributes pupils need to thrive as individuals, family members and members of society, building safe relationships of all types. It also prepares the children to be able to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

Aims

The overarching aim for PSHE education is to provide pupils with:

- Accurate and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

PSHE programme of study

National Curriculum PSHE programmes of Study: <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-PSHE/personal-social-health-and-economic-PSHE-education>

The study of PSHE is broken down into **three core themes**. Through these themes pupils will be enabled to - 'know about ...', 'know how to ...' and 'be able to ...'

- **Health and wellbeing**

At KS1 this includes having opportunities to learn about; healthy lifestyles, emotions, life-cycles, our bodies, staying safe (medicines, on-line, at home, on the road etc) and how to find and ask for help.

At KS2 this includes having opportunities to; understand a balanced lifestyle, recognise those things which impact on their lives, consider loss, consider risk and increase their knowledge of commonly available legal and illegal substances.

- **Relationships**

At KS1 children have opportunity to; think about the people they have relationships with, recognise how their behaviour impacts on others and work co-operatively.

At KS2 children have the opportunity to; think about the different types of relationships they have, and how to recognise a healthy relationship, to listen to, and respond to, a range of different people.

- **Living in the wider world**

At KS1 this includes opportunities to; contribute to school and class life, help develop rules, display responsibility, think about the different groups they belong to and consider spending and saving.

At KS2 this includes opportunities to; debate topical issues, understand why laws are made, consider rights, understand the range of religious and ethnic groups in the UK and the role that money plays in life.

Overarching these themes are the following concepts

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Relationships** (including different types and in different settings)
- **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
- **Diversity** and **equality** (in all its forms)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- **Career** (including enterprise, employability and economic understanding)

The study of PSHE develops pupil's intrapersonal skills, interpersonal skills and their skills of enquiry.

Organisation

At Ashton Keynes C of E Primary School, teachers draw upon the Wiltshire PSHE programme of work, Learn 4 Life, and incorporating opportunities for outdoor learning wherever practical. Learn 4 Life is a spiralling curriculum, offering differentiation, where areas of study are regularly taught, and the knowledge learned built upon and developed as children progress through the school. The long term overview for each year group will be made available on the school website.

Teachers and children lead the learning and call upon visitors, including outside agencies, to enhance each learning experience wherever appropriate.

PSHE education also takes place during assemblies, storytime, circle time and School Council may cover some issues. In addition, we have annual focus weeks for antibullying (led by school council), NSPCC PANT work and esafety. We also have Wiltshire Life Education visit for all classes to deliver progressive interactive workshops covering choices including drugs education. Annually Wiltshire air ambulance visit to deliver life saving skills across the school including CPR training for KS2. Three times a year we work with 'Beanology' to provide interactive workshops for our pupils to focus on their self esteem, feelings, emotions and supporting their emotional health and wellbeing. Our MISP (massage in schools programme) yoga, Zumba and mindfulness are all additional strategies we used to support PSHE and in particular wellbeing and mental health.

Through our work on wellbeing we have this at the centre of our curriculum (see wellbeing policy) and we support staff and pupils with mental health and learning how to improve mental health as well as physical health. Our work on wellbeing, RSE and PSHE all work together throughout our school curriculum. (See Wellbeing, RSE and PSHE policies)

Assessment

In Early Years children are assessed using the Development Matters descriptors for Personal, Social and Emotional Development. Teachers use their knowledge gained about each child through observations, assessments and interactions to make their own judgements termly. Regular formative assessment occurs which informs planning and next steps. A profile assessment is completed at the end of the year to support a successful transition into KS1 and inform parents.

At the end of each PSHE Learn 4 life module, there are self-assessment opportunities for pupils. These encourage learners to reflect on how well they are developing skills, knowledge and attitudes and can be completed individually, or as a result of dialogic partner work. They have been written in a way that should be accessible to most pupils independently, or with a little help in reading or writing responses, and should be easily achievable within the final lesson of the module. Pupils are encouraged to reflect on how well they are developing through using a simple “traffic light” system

Red – I am still finding this difficult

Amber – I am doing well with this

Green – I feel confident and ready for new challenges.

It should be emphasised to pupils that there are no “right and wrong” answers to these statements, and that the importance lies in how well they begin to know themselves as learners. For teachers, these will also provide a useful visual overview of pupil perceived progress for each module.

There is an opportunity for the teacher to add a personalised comment to support or challenge the pupil’s self-assessment. These provide useful comments when writing annual reports to parents. Teachers can choose to use these electronically with pupils, or to print off and create yearly “I can” sheets or at the end of units ‘I can’ sheets.

In addition to these self/peer assessments, each module also includes a teacher assessment of learning through the “Remark on the Remarkable” sheets. These allow the teacher to assume that most pupils have made expected progress throughout the unit and have developed knowledge, attitudes and skills as would be anticipated.

Pupils who have not made expected progress (either well above or below the class norm) are identified and recorded. This information should then be used when planning subsequent learning opportunities. Some of these pupils may need additional support through intervention (for example through using Silver Set SEAL small group activities or ELSA work), additional support in lessons (e.g. Teaching Assistant support, peer support) or through more specific differentiated activities or modified learning outcomes. Over the year, it will be possible to track whether pupils have low levels of attainment in all modules, or just in a specific area and support can be targeted accordingly.

Pupils who have achieved above and beyond their peers should also be identified and recorded. These are pupils for whom further opportunities to develop these skills should be provided. This could be through being given opportunities to develop skills in pupil leadership /coaching in lessons or by supporting in the leadership of whole school presentations, events and weeks such as: anti-bullying, healthy eating, economic projects.

In addition, lesson observations, scrutiny of planning, pupil interviews and scrutiny of examples of learning (draw and write activities, annotated photos, video clips etc.) will help build a clear picture of provision and standards throughout the school for PSHE.

Responsibilities

Each class teacher is responsible for teaching PSHE according to school policy. Without our ‘finger on the pulse’ approach we will respond to the need of our pupils and will provide teaching or sessions according to this need e.g. additional social skills work, team work, lego therapy, ELSA support, emotional coaching etc.

The subject leader will:

- Use pupil and staff voice as a gauge
- Monitor and evaluate overview plans and children’s work/sessions.

- Organise annual focus weeks
- Oversee the wellbeing and RSHE so that it links with PSHE and is at the heart of our shine curriculum
- Provide CPD and resources/guidance to staff
- Ensure staff are using a 'finger on the pulse' approach and responding to pupil's needs
- Keep staff up to date with new developments

Equality and Diversity

Our teaching will take into account the gender, age, ability, readiness and cultural backgrounds of the children to ensure that all pupils can fully access the curriculum.

Linked Policies

This policy should be read alongside the following policies

- Sex and Relationships Education (RSHE)
- Wellbeing Policy
- Anti-bullying (part of Behaviour policy)
- Child Protection
- RE and Worship
- Spiritual Development
- British Values
- IT and E-Safety

Planning referenced:

Website: Class pages Class Annual Overview Grids

Learn4Life overview sheets

PSHE overview linked to Learn 4 Life and Goodness and Mercy