

PSHE at Sandlings Primary School



Sandlings
Primary School

*Unique and Nurturing
Where Everyone
Belongs and Thrives*

Intent

Learning is a change to long-term memory. Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge.

Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our pupils, our beliefs about high-quality education and our values. They are used to ensure we give our pupils appropriate and ambitious curriculum opportunities. At Sandlings we want children to be successful through learning through real experiences i.e. charity events/ debates, for children to understand their learning i.e be empathetic to other view points and understand their own and be creative in their learning. i.e see things from different viewpoints find different ways to solve problems.

Cultural capital gives our pupils the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values. **Curriculum breadth** is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for pupils to study the best of what has been thought and said by many generations of academics and scholars.

Through Personal, Social, Health and Economic (PSHE) Education we want children to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help children to stay healthy, safe and prepare them for life and work in modern Britain. PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

Throughout the units covered there are opportunities to teach children how to keep safe, identify unsafe situations and ask for help

There are 7 strands covered over each 2 yearly milestones and these are revisited in each milestone ensuring knowledge and skills are spaced are revisited:

1. Relationships and health education
2. Drug, alcohol and tobacco education
3. Keeping safe and managing risk
4. Mental health and emotional wellbeing
5. Physical health and wellbeing
6. Careers, financial capability and economic wellbeing
7. wellbeing
8. Identity, society and equality

Through our PSHE curriculum we aim to develop in our pupils as part of their personal development:

- An understanding of the importance of personal and social responsibility
- Assertiveness
- Confidence in communicating skills
- An ability to consider and understand risks to themselves and others
- Skills to debate and solve conflicts between themselves and others
- An ability and willingness to do the following eight things: try new things, work hard, concentrate, push themselves, use their imagination, be willing to improve, be able to understand others and have resilience to not give up

As part of our nurturing ethos, to ensure children feel a sense of belonging, crucial in underpinning academic achievement, we monitor closely the needs of individual or groups of children and changing environmental and social factors and adapt our work accordingly. This may also include aspects of our own early help offer such as Nurture sessions and THRIVE and Boxall Profile baseline assessments to help us understand and meet the needs of the children as well as using the pre unit assessment tasks.

Implementation

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- Learning is most effective with spaced repetition.
- Interleaving (mixing up ideas and concepts) helps pupils to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength. In addition to these three principles, we also understand that learning is invisible in the short term and that sustained mastery takes time.

Our content is subject specific but we make intra-curricular links to strengthen schema.

Coverage

PSHE includes the compulsory subjects of Relationships And Health Education and we as a school also teach the non-statutory Sex Education aspect as well in year 2 and 6. (see separate RSHE policy)

PSHE is taught as part of our life skills afternoon, standalone lessons and is entwined in many other aspects of the curriculum.

Our long term plan is structured over two years, due mixed aged classes, and content is adapted where necessary to meet the needs of the different ages and abilities and circumstances of the class at the time.

Our curriculum is categorised in two ways:

- Breadth gives pupils a range of experiences and opportunities in PSHE
- Depth helps pupils to think and act more deeply about different concepts, skills and knowledge in PSHE whilst coverage is our goal for the breadth, repetition and increasing deeper understanding is our goal for the depth elements.

There are age appropriate topics for different year groups. One topic per half term is taught to each year group and each topic consists of three lessons per half term.

Each PSHE lesson includes an overall learning intention and specific learning outcomes (based on knowledge and understanding, skills and the development of attitudes).

A variety of teaching and learning styles are used when teaching PSHE such as :

- Setting common tasks that are open-ended which can have a variety of results;
- Providing opportunities for pupils to work on their own and to collaborate with others
- Opportunities to discuss and debate

Equality and inclusion

We teach PSHE to all children, whatever their ability and individual needs, providing a broad and balanced education to all children. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Homework

Each term children are set a menu of tasks, based on a theme, to complete and sometimes these tasks may have a PSHE aspect.

Resources

We have a wide range of resources to support the teaching of PSHE across the school and draw on the Islington scheme "You" Me and PSSHE" scheme of work for the basis of our work. Resources are grouped for each unit of work over a two year period.

Enriching Our Curriculum

The teaching of PSHE offers opportunities for SMSC development of our children by

- Developing awareness of and responding to others 'needs and wants
- Exploring meaning and purpose for individuals and society
- Exploring what is right and wrong and to work out what we need to.
- Making explicit links to the
- Helping pupils to engage in a democratic process for agreeing the rules for community life. Creating opportunities for pupils to exercise leadership
- Exploring how different cultures can offer great insights into how we lead our lives.
- Support charitable events and fostering a sense of responsibility; pupils might be asked 'why do we think this important?' 'What could we do about it?' 'Who would like to take it further?'

Children are given opportunities use and share skills and knowledge learnt in PSHE through other aspects of school work such as work of the school council, whole school meetings and online safety events and charity work.

Impact

PSHE is monitored collaboratively by staff through evaluation of the strengths and weaknesses of PSHE teaching and learning across our school. We look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run. This might be through looking at a strand across the school or a theme such as equality or SMSC or safeguarding. Monitoring will include looking at children's work and their self assessments and reflections and speaking with children as well as learning walks. Staff discussing outcomes and next

steps together helps to ensure that there is a consistency of approach across the school.

Areas for further improvement are prioritised in a PSHE yearly school Improvement plan.

It is important that children are aware of their own progress and assessment is an integral part of each topic - each one includes a pre- topic assessment activity, which is repeated at the end of the topic. This enables pupils and teachers to understand and demonstrate the progress made. Pupils also complete a self-reflection sheet at the end of each topic to encourage self-evaluation on learning throughout the topic.

We report on pupils' achievement, attainment and progress in annual reports to parents and autumn and spring term parents' evenings and mid-term reports.

Reviewed May 21

Next Review Date May 24