

PSHE Curriculum

PSHE vision statement

Sunnybrow is a very insular but close-knit community. Many of our families rarely leave the immediate area and so our pupils tend to have a limited experience of the diversity of life outside the village. At Sunnybrow Primary School, we want to provide our children with a PSHE curriculum that enables pupils to develop the knowledge, skills and attributes they need to keep themselves healthy and safe and to prepare them for their future life and work in modern Britain. We recognise that our children will face a vast range of moral, social and cultural issues as they grow up and develop in our ever-changing world. As a result of this, our PSHE curriculum provides opportunities for our children to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities, thus helping them understand how they are developing personally, socially and emotionally.

In recent years, we have seen an increase in the number of pupils presenting with social, emotional and mental health difficulties. We believe that emotionally healthy children achieve higher, so our curriculum is carefully planned to provide the building blocks that pupils need to regulate their emotions and tackle complex issues that threaten to compromise their own wellbeing; developing key skills and attributes such as resilience, self-management, empathy, critical thinking, communication, team work and negotiation plays an integral part of this.

Intent

Our PSHE curriculum focuses on three core themes: health and wellbeing, relationships and living in the wider world. This create a comprehensive framework which carefully matches the needs of our pupils and the context of our school.

By the end of their time in each class, the key information and skills that we want children to have and apply is as follows.

Class 1

Pupils should be competent in describing how they are feeling, selecting from a vocabulary that includes happy, sad, angry, excited, worried and okay. Children should usually be able to work and play together cooperatively and be beginning to use some strategies to resolve conflicts independently. They should be able to manage their own personal hygiene, which includes going to the toilet, hand washing and getting dressed independently. Pupils should be demonstrating care and concern for living things and the environment, putting litter in the bin at playtimes for example.

Class 2

Pupils should continue to build up their emotional vocabulary, and begin to categorise comfortable and uncomfortable feelings, utilising simple strategies to manage these feelings as taught in Zones of Regulation. Children will be able to put into practise strategies for keeping safe online, using medicines, out on the roads and in water. This also includes identifying appropriate boundaries in relationships with family, peers and others and the difference between secrets, surprises and which secrets we should tell. All of our children can confidently identify their special people, who they trust to 'tell' or ask for help. By the end of Class 2, children have a strong sense of self-worth. They appreciate that they are unique and can celebrate this difference in others. They also understand that people and other living things have needs and that they share a responsibility in ensuring these needs are met, starting as simply as taking turns and returning something that has been borrowed.

Class 3

Pupils continue to develop their understanding and awareness of emotions and feelings and apply this to dealing with changes and loss. They have a firm understanding of what positively and negatively affects their physical, mental and emotional health, which includes exploring the role of the media. By the end of Class 3, children will have built on the strategies they need to keep physically and emotionally safe, which includes strategies for resisting pressure to do something dangerous or unsafe. Pupils are developing an understanding of what constitutes a healthy relationship, whether that be with family or friends and are becoming more independent in dealing with minor conflict or disagreements as they arise within these relationships. They understand the difference between 'privacy' and 'keeping something confidential or secret' and are confident at identifying when it is right to break a confidence or share a secret. Leaving Class 3, children continue to be respectful towards the wide range of people they meet and celebrate diversity. They can utilise the language related to racism, stereotypes, equalities, homophobia and diversity and are developing an understanding about rules and laws and how they are vital in protecting us.

Class 4

On leaving Class 4, children are equipped with the strategies they need to support their own positive social, emotional and mental health. They have a deeper understanding of risk and are becoming confident in recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly. They know how and where to report concerns or abuse, are becoming more confident at recognising who they can trust or when relationships make them feel uncomfortable and have the vocabulary to do this. Pupils know how their body will change physically and emotionally during puberty. They recognise how images in the media do not always reflect reality and can affect how people feel about themselves. In Class 4, children build on their understanding and appreciation of diversity in society and recognise the consequences of discrimination, teasing, bullying and aggressive behaviours, responding to them and knowing where to ask for help. Pupils resolve differences by looking at alternatives, seeing and respecting 'others' points of view, making decisions and explaining choices.

Implementation

After seeking advice, we have developed a 'spiral' curriculum for our whole-school, which builds on knowledge, skills and understanding year upon year. Objectives are based around three core themes: Relationships, Healthy Living and Living in the Wider World. This makes it easier to plan clear progression across the year groups and ensures that we have a comprehensive framework which is carefully matched to the needs of our pupils and context of our school.

We value the importance of PSHE lessons and recognise their pivotal role in developing positive social, emotional and mental health within our children. In the past, PSHE lessons have often been squeezed out to make way for other subjects or have been quick time-filler activities. For these reasons, we have changed our whole-school timetable and Friday is now a day dedicated to PSHE, P.E. and Zones of Regulation work.

We teach a one-hour lesson of PSHE every week. Long-term objectives are broken up into smaller developmental steps which are planned for on a medium term plan. Lessons follow a three-part structure, starting with a 'warm-up' game or activity. This helps to settle the children and re-establish the classroom culture for these sessions, which are based around trust, safety, mutual respect and confidentiality. In PSHE sessions, we tackle sensitive and controversial topics and our children must feel comfortable enough to partake in these. There then follows a 'main-input', which also addresses some key subject-specific skills and ends with an opportunity for reflection. Learning and development in PSHE is very person-specific and cannot be assessed in conventional

ways like other subjects. Critical reflection helps pupils to develop their self-awareness which enables them to use their knowledge and experience of how they think and feel to choose their behaviour, plan their learning and build positive relationships.

We also teach a one-hour 'Zones of Regulation' lesson each week. The lesson structure is similar to the three-part structure described above for PSHE and follows the activities outlined in the Zones of Regulation handbook. The core objectives are revisited on a yearly basis but differentiated and built upon year-on-year. This is essential in keeping the learning fresh and current in children's minds. All classes, including Nurture, have 'check-in' displays for the 'zones' to help support children in recognising and regulating their feelings.

Year-on-year, Speaking, Listening and Communication Needs is our primary Special Educational Need in school, especially in EYFS and KS1. We have identified key skills such as working as part of a team and holding a two-way conversation in PSHE and carefully plan opportunities to develop these skills and enhance spoken language through discussion, debate and presentation. Key vocabulary is identified at the start of each topic and they are explored, explained and modelled within conversations.

Impact

Judging impact in PSHE can be difficult as it can be perceived as a 'personal judgement' of an individual's own values, beliefs or behaviour. However, we believe that assessment is an invaluable part of the learning journey and teachers and learners need to establish whether, and to what extent, learning outcomes have been achieved and what next steps need to be to further progress.

Impact is measured through assessment for learning opportunities and formative assessment techniques, which are carefully planned for and an integral part of lesson content. Learning outcomes are shared with the children at the start of the session so pupils are clear on what we want to achieve. Within all lessons, children have the opportunity to reflect on what they have learnt within a session and these reflections are usually recorded in a class scrap book. Teachers are observing and assessing learning throughout sessions based on participation in activities as well as pupil reflections. They use effective questioning to help elicit understanding and provide feedback which leads learners to recognise their next potential steps and how to take them. This could be verbally or could be part of the summary they write in the class scrap book at the end of each session. This approach actively involves children in their own assessment and promotes confidence that everyone can improve at their own pace.

In lessons you will see that our children are confident, enthusiastic and active participants. They are clear on what they are learning and why and respond well to the activities presented to them because their teachers know them so well and activities are well-matched to their needs.

PSHE is not a subject that can just stand on its own. We ensure there are always opportunities for application of learning within and across subject disciplines and the wider school environment. The impact on our children is clear: progress, sustained learning and transferrable skills. And more importantly: socially, emotionally and mentally healthy children.

Judgements on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Work and book scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders assess the impact of the curriculum.