

Scholar Green Primary School – How do we teach PHSE, RSE, SMSC and Emotional Wellbeing?

At Scholar Green Primary School the aim of our Personal, Social, Health and Economic Education (PSHE) sessions is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child, enabling them to become healthy, independent and responsible members of society. To help them understand how they are developing personally and socially, and tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them 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.

Intent:

- To build a PSHE curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community.
- To design a curriculum with appropriate subject knowledge, skills and understanding to fulfil the duties of the NC whereby schools must provide a 'balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.
- To build a PSHE curriculum that incorporates the understanding of RSE which enables all children to be safe and to understand and develop healthy relationships both now and in their future lives.
- To design, and resource, an RSE programme of work within the PSHE curriculum which enables pupils to explore the complexity of the relationships they will have both now and throughout their lives.

The aims of teaching PSHE, SMSC, RSE and Emotional Wellbeing in our school are:

To provide an age-appropriate curriculum, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. This will focus on:

- different types of relationships, including friendships, family relationships and dealing with strangers
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships including online relationships
- how relationships may affect health and wellbeing, including mental health
- healthy bodies and lifestyles, including keeping safe (including online), puberty, drugs and alcohol education
- healthy minds, including emotional wellbeing, resilience, mental health
- economic wellbeing and financial capability
- making a positive contribution to society

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Implementation:

The school will follow a thematic approach using the scheme of work designed by the PSHE Association. The scheme has been updated to ensure coverage takes account of the new statutory (from Sept 2020) RSE curriculum requirements.

This new thematic approach to primary PSHE education, covers 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.

The scheme of work also includes opportunities to bring in British Values, SMSC and emotional and mental wellbeing.

Core theme 1: Health and Wellbeing in Key Stages 1 and 2, pupils are taught:

- What is meant by a healthy lifestyle.
- How to maintain physical, mental and emotional health and wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- About managing change, such as puberty, transition and loss.
- How to make informed choices about health and wellbeing and to recognise sources of help with this.
- How to respond in an emergency.
- To identify different influences on health and wellbeing.

Core theme 2: Relationships in Key Stages 1 and 2, pupils are taught:

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.
- How to recognise and manage emotions within a range of relationships.
- How to recognise risky or negative relationships including all forms of bullying and abuse.
- How to respond to risky or negative relationships and ask for help.
- How to respect equality and diversity in relationships.

Core theme 3: Living in the Wider World in Key Stages 1 and 2 pupils focus on 'economic wellbeing and being a responsible citizen' and are taught:

- About respect for the self and others and the importance of responsible behaviours and actions.
- About rights and responsibilities as members of families, other groups and ultimately as citizens.

- About different groups and communities.
- To respect equality and to be a productive member of a diverse community.
- About the importance of respecting and protecting the environment.
- About where money comes from, keeping it safe and the importance of managing it effectively.
- How money plays an important part in people's lives
- A basic understanding of enterprise.

Emotional Wellbeing:

At Scholar Green Primary School, we aim to promote positive Mental Health for every member of our school community including, staff, pupils and families. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

To support this we are introducing a number of new programmes dedicated to supporting emotional wellbeing of our pupils.

Key Stage One: Zippy's Friends

Lower Key Stage Two: Apple's Friends

Upper Key stage Two: Passport, The Box That Boings and Smart Moves Workbooks

Zippy's and Apple's Friends aims to teach children how to cope with difficulties and to build resilience. It supports their coping and social skills, helps them to understand and deal with feelings, to develop good communication skills, to understand how to be a good friend, to give them strategies to deal safely with conflict and also to deal with change and loss.

Passport is a school based social emotional learning programme for 9 – 11 year olds.

The programme is based on the same theory as Zippy's and Apple's Friends – the Concept of Coping – but looks quite different. Engaging comic strip stories following the adventures of Olya and Milo as they discover a secret world of fantastical creatures in the company of their friend, Elly the dragon.

The 17 sessions are divided into five modules which cover:

- Emotions
- Relationships
- Difficult Situations
- Fairness, Justice and What is Right
- Change and Loss

The Box That Boings supports children to have a better understanding of their own mental health and it aims to teach them resilience skills to cope with a wide range of potentially stressful situations.

Smart Moves Workbooks supports our Year 6 pupils. It is based around The Resilience Framework and identifies key areas related to transitioning from Primary to High School including: Belonging, Learning, Coping and Core Self.

Teaching & Learning:

As a health promoting school our culture places teaching and learning in the wider context of the schools' approach to:

- Leadership, management and managing change
- Policy development
- Learning and teaching, curriculum planning and resourcing
- School ethos, culture, environment and SMSC development
- Giving children a voice
- Provision of support services for pupils
- Staff continuing professional development (CPD), health and wellbeing
 - Partnerships with parents/carers, local communities, external agencies and volunteers to support pupils' health and wellbeing
- Recording and monitoring impact and outcomes.

During Key Stages 1 and 2 pupils gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years Foundation Stage. PSHE/RSE education offers learning opportunities and experiences which reflect the increasing independence, and physical and social awareness of our pupils as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. The PSHE education scheme assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Impact:

Our school uses the PSHE Association's three core themes as the basis for curriculum planning as well as the units of work from Zippy's and Apple's Friends and The Box that Boings. PSHE/RSE education is taught by class teachers who take responsibility for planning, resourcing and delivering the PSHE curriculum. Beyond the planned programme for PSHE education, the curriculum provides children with a variety of experiences that have the potential to promote their personal, social development and economic education. These include:

- Assemblies of Celebration
- Circle time
- Sports clubs and participating in inter-school and county tournaments & competitions
- Drama and music activities and productions
- Residential visits and day trips
- Clubs - singing, drama, art & craft, mindfulness, first aid, yoga & active citizens
- Social and fund raising events
- Theme days/events, for example The Big Draw, World Book Day, Subject days

- Mini enterprise projects
- Charity events
- Leadership opportunities, for example Playground Leaders, representatives on our School Council, Eco-school Council, PE & Sports Council, Safeguarding Council & Peer Mentors

Early Years Foundation Stage:

Personal social and emotional development in the EYFS. Personal, social and emotional development (PSED) supports children to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves.

Special Educational Needs:

PSHE education is taught to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties.

Spiritual, Moral, Social & Cultural Development:

PSHE education gives children specific opportunities to explore the range of attitudes and values in society, and to consider the kind of society they want to live in. Through exploration and discussion of topical political, spiritual, moral, social and cultural issues they develop skills and attitudes that promote:

- Empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others.
- A willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming or holding opinions.
- A willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.

These attributes also contribute to our understanding of British Values.

We measure the impact of our curriculum through the following methods:

In PSHE education there are two broad areas for assessment:

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group task and activities, managing conflict, making decisions and promoting positive relationships. Assessment in PSHE education should be active and participatory, helping children to recognise the progress they are making in developing and taking part, as well as in their knowledge and understanding. Children should learn to reflect on their experiences, ask questions, make judgements about their strengths and needs, and begin to plan

how to make progress and set personal targets. Teachers assess children's work in PSHE education by making informal judgements as they observe them during lessons and at other times during the school day. Progress in PSHE education is recorded and reported to parents as part of the child's annual school report.