

PSHE Curriculum Planning

PSHE is delivered following the guidance of the PSHE association. Our programme follows the three core themes of:

1. **Health and Wellbeing**
2. **Relationships**
3. **Living in the Wider World**

Teachers use the guidance **Notes and Guidance from the PSHE association** to select age appropriate coverage. These are plotted against whole school themes in a spiral curriculum.

Discrete **PSHE** sessions are taught across the school on a Monday afternoon for 30 minutes. The format of these sessions is based on a circle time approach and incorporates key aspects of the speaking and listening curriculum. Children are taught how to listen to opinions with respect, to clearly and thoughtfully express their ideas and to understand the importance of confidentiality. (*In January 2015 all staff will be working with consultant Jenny Mosely to develop our collective pedagogy.)

Significant parts of the PSHE Curriculum are incorporated into the wider curriculum. An audit in 2014 identified where PSHE was best taught in a wider context. As the school curriculum develops we will be looking to extend the teaching of PSHE in the wider curriculum. Key curriculum area where PSHE themes are covered are science, PE and RE.

Elements of PSHE are covered throughout all areas of school life. Assemblies, whole school events work with parents and support for individuals are all highly valued and focussed on PSHE themes.

Examples of PSHE support we offer individuals include;

- School counsellor
- Parental Support Advisor
- Diary room
- Therapeutic drawing and talking
- Staff trained in bereavement counselling
- School Nurse guidance
- Educational Psychologist
- Behaviour support

Assessment

A key focus for 2014-15 is the development of our assessment in PSHE. (*The PSHE Association is constructing a frame work to support schools to assess progress in PSHE and this will feed into our school systems)

The key to our assessment in PSHE will be considering the extent pupils; *'Know about...'* *'Know how to...'* and *'Are able to...'* We also aim to help pupils track their understanding through regular revision of:

'What did I use to think?'

'What do I know now?'

'Who would I go to find out more?'

Big Books

Class work will be evidenced in a big book. This will remind children of what they have covered, be a focal point of discussion, provide assessment opportunities and support the concept of a 'life journey'. Books may contain photographs, children's work, individual thought bubbles and post-it notes, teacher notes and annotations.

Assessment is also built into the Secret of Success approach in the Essentials Curriculum.

Family Groups

SEAL themes and **Chris Quigley's Secret of Success** are built into our Family Group system. Themes discussed look at how children can grow in understanding of themselves, their thoughts and behaviours, emotional well-being and how their actions impact on others. Progress is measured using Secret of Success assessment materials. All children are part of a Family Group that comprises of children of different ages. Family Groups offer all children a sense of belonging, togetherness and support in school. On entry to school, Reception children are given a Year 4 Buddy from their Family Group to look after them in school. Family groups meet for a fortnightly assembly and take part in a range of regular events. A key part of the sense of belonging is the whole school reward system in which Family Groups compete to win the most Family Points.

Overarching Concepts of PSHE

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. **Relationships** (including different types and in different settings)
3. **A healthy (including physically, emotionally and socially) balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
4. **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)
5. **Diversity and equality (in all its forms)**
6. **Rights** (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. **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)
8. **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

Essential skills to which PSHE contributes

Essential Skills		
The <u>intrapersonal</u> skills required for self-management	The <u>interpersonal</u> skills required for positive relationships in a wide variety of settings	Skills of <u>enquiry</u>
<ol style="list-style-type: none"> 1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour) 2. Learning from experience to seek out and make use of constructive feedback 3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them) 4. Making decisions (including knowing when to be flexible) 5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of 	<ol style="list-style-type: none"> 1. Active listening 2. Empathy 3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively) 4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience) 5. Negotiation (including flexibility, self-advocacy 	<ol style="list-style-type: none"> 1. Formulating questions 2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources) 3. Analysis (including separating fact from opinion) 4. Planning and deciding 5. Recalling and applying knowledge creatively and in novel situations 6. Drawing and defending conclusions using evidence and not just assertion 7. Identification, assessment (including prediction) and management of risk 8. Evaluating social norms
<ol style="list-style-type: none"> 6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress) 7. Self-regulation (including managing strong emotions e.g. negativity and impulse) 8. Recognising and managing the need for peer approval 9. Self-organisation (including time management) 	<ol style="list-style-type: none"> 6. Recognising and utilising strategies for managing pressure, persuasion and coercion 7. Responding to the need for positive affirmation for self and others 	<ol style="list-style-type: none"> 9. Reviewing progress against objectives

How is PSHE covered through the wider curriculum?

Many areas can be cross referenced to the wider curriculum and school support networks and therefore are not always covered in depth in PSHE sessions. Below are selection of the activities and learning for children across the curriculum that addresses PSHE themes.

Core Theme 1: Health and wellbeing

Pupils should be taught:

1. what is meant by a healthy lifestyle

- Science Topics in KS1 and KS2 curriculum healthy eating, dental care and importance of physical activity
- 'Something to Chew On' all KS2 take part in healthy living/Rugby project with Newcastle Falcons
- Cookery lessons
- School dinners and choices
- PE lessons

2. how to maintain physical, mental and emotional health and wellbeing

- Science Topics in KS1 and KS2 curriculum healthy eating, dental care and importance of physical activity
- Regular visits from health professionals including hand washing, school nurse, dentists and dental technicians, trainee medics 'Bear Hospital'
- PE and clubs – PE audit to ensure every child takes part in additional physical activity out of class.
- Whole school activity week, Grange north Run, Sponsored cycle ride, Games 500
- Bike-It project and cycle to school activities
- Wake-Up Shake Up

3. how to manage risks to physical and emotional health and wellbeing

- To take considered risks in a safe environment through Forest School and outdoor activities
- '50 Things to do before you leave Grange'
- Individual counselling
- Diary Room

4. ways of keeping physically and emotionally safe

- Road Safety Training
- E-Safety Training
- Fire safety talks and visits to fire station
- School Nurse Visits
- Cycling Proficiency
- Drive and Stride
- Bike ability/Sustrans Dr Bike, Bike Club

5. about managing change, including puberty, transition and loss

- Themes in this area are often dealt with on an individual basis thorough school counselling, trained bereavement workers, school nurse, and therapeutic programmes.
- Transition projects with the middle school/ additional support for vulnerable children

6. how to make informed choices about health and wellbeing and to recognise sources of help with this (see areas above)

7. how to respond in an emergency

- Fire safety talks and visits to fire station
- Fire Safety drills at school

8. to identify different influences on health and wellbeing

- KS2 work on persuasion and the influence of the media

Core Theme 2: Relationships

The majority of this content will be directly taught in PHSE and Family Group sessions. At a deeper level the work we do every day in modelling, discussing and supporting these behaviours is key to children's development and progress. Children who have difficulties in these areas are supported directly through Nurture groups, social groups, specialist interventions and small group 1-to-1 support.

Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help

Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

1. **about respect for self and others and the importance of responsible behaviours and actions**
 - development of class rules and charters
 - school council and pupil voice to create whole school policies
 - Assemblies
2. **about rights and responsibilities as members of families, other groups and ultimately as citizens**
 - School Council
 - Responsibilities in school (TEAM leaders, Play leaders)
 - Grange First School Community Drivers
3. **about different groups and communities**
 - Teaching about community within RE and focus on other communities and similarities and differences
 - Assemblies stories and visitors
 - RE visits and visitors
 - MFL and links with schools overseas
 - Geography topics
 -
4. **to respect equality and to be a productive member of a diverse community**
 - School Community Drivers
 - Gosforth Schools' Trust
 - Links with local charities
 - People's kitchen donations
 - Lea Green Care home and St Oswald's (School Choir and Gosforth Schools' Choir)
 - Young Friends of Gosforth Central Park
5. **about the importance of respecting and protecting the environment**
 - Science and geography topic work (e.g. Raging rivers)
 - Eco-Warriors
 - Young Friends of Gosforth Central Park
 - Gardening Club
 - Allotment competition
 - Forest School
 - Link with Environment Agency
6. **how money plays an important part in people's lives and a basic understanding of enterprise.**
 - KS1 jobs in our local community
 - Whole School Topics