

**Biscovey Nursery and Infants' Academy**

**Teaching and Learning Principles**

**Subject: PSHE**

**'With strong roots we learn and grow together'**

**School Vision:**

At Biscovey Nursery and Infants' Academy we aim to ensure that all children can develop the skills they need to become happy and confident learners who, with guidance and support, can reach their full potential.

Our curriculum ensures that we deliver a range of topics across the age phases which develops sequential learning where pupils know more and can do more, ensuring that they are ready for their next stage in education.

Our nurturing ethos endeavours to support all children and their families. Through this approach we are able to work together so meeting the needs of all learners in our school.

We pride ourselves on delivering beyond the academic curriculum developing a child's individual character. Our core values run through all areas of school life and learning which allows the whole child to develop into a confident and caring young individual. The Biscovey child shows respect, and through self-belief and courage approaches learning with an inquisitive mind.

**School Mission Statement:**

Biscovey Nursery and Infants' Academy has developed a curriculum and approach to learning with the following principles at the heart:

- For children to know how to be treated and how to treat others.
- For children to happy, confident learners
- For children to reach their full potential
- A nurturing ethos which supports children and their families.

**Subject Intent:**

We want PSHE lessons to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts, including online.

At Biscovey Nursery and Infants' Academy, we have developed a curriculum which is:

**Engaging:** The SCARF program that we have chosen to follow uses fun characters that the children enjoy learning about and from. Watching a third party experience a problem enables

children to engage with sensitive topics without feeling scrutinised themselves. SCARF lessons are regularly linked to a story, video or song which helps make the learning more memorable.

**Enriching:** Pupils who receive high quality PSHE teaching will develop the knowledge, skills and attributes they need to manage life's challenges and make the most of life's opportunities. There is a proven link between a child's health and wellbeing and their academic achievement. Effective PSHE teaching will provide children with the skills and attitudes needed to become effective learners.

**Unique:** Although we follow the SCARF program, lessons will be adapted to ensure PSHE is accessible for all. Teachers complete an elicitation activity at the start of each topic and will adapt how that topic is taught based on how confident children are or where gaps in their knowledge are evident. Lesson content should complement the teaching that occurs at home by parents and carers.

### **Subject Implementation:**

PSHE at Biscovey Nursery and Infants' Academy comprises of 3 core themes; Health and Wellbeing, Relationships and Living in the Wider World. We follow a framework created by Coram Life Education called SCARF which uses the PSHE Association Programme of Study to create lessons suitable for all children in our school, including the Nursery. All pupils are part of a weekly PSHE lesson following a half termly theme. Outside of this lesson, the desirable characteristics that are explored throughout SCARF (Safety, Caring, Achievement, Resilience, Friendship) will be acknowledged and encouraged in all other lessons and outside of the classroom. Class and whole school assemblies will often include a PSHE theme. The PSHE curriculum is intertwined throughout the Science and PE Curriculum, which includes the use of My Personal Best themes; Thinking Me, Social Me and Healthy Me. There are also clear cross-curricular opportunities within almost all other National Curriculum subjects. Visitors such as workers within the emergency services, the NSPCC and Barnardo's complement our PSHE curriculum providing additional, engaging learning opportunities.

### **Subject Impact:**

We aim for every child to be able to:

- develop effective relationships and manage personal safety, including online
- recognise what is normal for their physical and mental health and know how and where to seek support as early as possible if an issue arises
- manage the physical and emotional changes throughout times of transition
- make an active contribution to their community

Children in EYFS will be assessed using Tapestry on how they meet the PSED strand of the Early Years Framework. Children in KS1 will complete an entry and exit assessment for each topic of work (half termly). They will complete a task to elicit their current knowledge about the topic and then add to the same task at the end of the topic to show their growth in knowledge. Activities will also be recorded on Tapestry in KS1, to demonstrate skills such as the building of relationships which are evident in practice rather than in a written piece of work.

## **Skills Progression:**

At Biscovey Nursery and Infants' Academy, we use the objectives from the PSHE Association programme of study to ensure good coverage and challenge for all. This includes the Relationships and Health objectives from the National Curriculum. We carefully track the objectives to ensure that new learning builds on prior knowledge and consolidates understanding showing sound progression across the depth and breadth of the subject.

Within lessons and topics, we ensure sufficient time is given to recall prior learning so that children are able to see and develop links within their learning.

For further information, please see the skills progression document.

PSHE follows a spiralled curriculum, so it may be the same objective covered in Reception, Year 1 and Year 2 but the depth in which they are covering the objective will be different.

For example, children will begin learning about their feelings in Reception, identifying the main emotions they know, they will move on to recognising feelings in others by reading body language in Year 1. Once they understand a range of emotions they may then start to think about what causes certain feelings in themselves and others and how they can manage conflict between themselves and others when they cover the same objective in Year 2.

## **Teaching and Learning Expectations:**

- High quality texts will form the heart of all topics
- Lessons will promote a love of learning
- Activities/questions will promote curiosity
- There will be highly effective cross curricular links between subject areas.
- Regular opportunities for AfL through a range of activities
- Recall of prior learning - quizzes, topic maps, verbal discussion

## **Working Walls/Displays:**

- Key words
- Examples of work linked to topic

## **Monitoring/Assessment:**

- Entry and Exit Points. Key Stage 1 classes will begin each of the half termly topics with an assessment activity to determine their current knowledge. They will add to the same assessment activity at the end of the unit to show what they have learned.
- Pupil Conferencing
- Learning Walk/Lesson Observations
- Scrutiny of lesson observations on Tapestry and assessment tasks from the beginning and end of each unit.