

Our vision for Personal, Social, Health Education & Relationship, Sex Education (PSHE & RSE) at Birley Spa Primary Academy

Intent

At Birley Spa Primary Academy it is our intent to provide all children with a broad and balanced curriculum that aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships. Pupil voice is at the heart of our school and the curriculum and the opportunities we offer pupils mean that pupils grow into independent, active and responsible members of our school community playing an active part in decision making. Through underpinning British Values throughout our school children will be able to be citizens in a modern and diverse Great Britain valuing our community and celebrating the diversity of the UK.

Implementation (including pedagogy)

In PSHE both Jigsaw and SCARF are used to implement the intention of the curriculum. Using a whole school spiral curriculum each year the children are building on prior knowledge at an age appropriate level for 1 hour each week, plus specific tailored cohort issues and specialized information i.e. Anti-bullying and E-Safety week. The school seeks to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. At the beginning of each year, every class sets ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

The implementation is broken down into each year group and each area. This allows us to monitor and check that children are making a good level of development within the subject and what this looks like building on each year group as a best fit model for the children.

The following table shows what an age typical child should be achieving by the end of each year group to achieve our intent here at Birley Spa Primary Academy. Taking into account, is the implantation of the curriculum having an impact on the children and their outcomes.

	Year group	Starting points (Intent)					
What does this look like in each year group? (Implementation)		Understand themselves	Respect others (also covered in RE)	Healthy relationships	Independent	Responsible	Active (also covered in PE)
	EYFS	<p>PSED</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. <p>UTW</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. <p>C&L</p>	<p>PSED</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 	<p>PSED</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. <p>C&L</p> <ul style="list-style-type: none"> Hold conversation when engaged in 	<p>PSED</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices 	<p>PSED</p> <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly. <p>UTW</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. 	<p>Physical Development</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	<ul style="list-style-type: none"> Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	back-and-forth exchanges with their teacher and peers.			
Year 1	Identify similarities between people in my class. Explain some ways I am different from my friends.	Recognise that they belong to various groups and communities such as their family.	Know how to make new friends. Identify simple qualities of friendship. Suggest simple strategies for making up. Understand how to work well with a partner.	Tackle a new challenge and understand how to stretch my learning. Identify obstacles which make it more difficult to achieve my new challenge and overcome them	Understand the rights and responsibilities for being a member of my class. Recognise the choices I make and understand the consequences.	Understand the difference between healthy and unhealthy, and know some ways to keep myself healthy.
Year 2	Understand that it is OK to be different from other people and to be friends with them. Explain some ways I am different from my friends.	I can listen to other people and contribute my own ideas about rewards and consequences. I understand that it is OK to be different from other people and to be friends with them	Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. Recognise and appreciate people who can help me in my family, my school and my community.	Understand my responsibility to stretch my own learning.	Recognise the choices I make and understand the consequences.	Sort food into the correct food groups and know which foods my body needs every day to keep me healthy.
Year 3	Understand that everyone's family is different and important to them.	Understand that everyone's family is different and important to them. Understand that difference and conflicts sometimes happen between family members.	Know how to express my appreciation to my friends and family. Identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener	Face new challenges positively, make responsible choices and ask for help when needed. Evaluate my own learning process and identify how it can be better next time.	Make responsible choices and take action.	Understand how exercise affects my body and know why my heart and lungs are such important organs
Year 4	Identify what is special about me and value the ways in which I am unique.	Have a clear picture of what I believe is right and wrong. Understand what influences me to make assumptions based on how people look.	Understand that actions affect myself and others; I care about other people's feelings and try to empathise with them.	Know that reflecting on positive and happy experiences can help me to counteract disappointment. Know how to work out the steps to take achieve a goal, and can do this successfully as part of a group.	Understand that actions affect myself and others; I care about other people's feelings and try to empathise with them.	Describe some of the changes that happen to people during their lives;

	Year 5	Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. Aware of my own self-image and how my body image fits into that.	Explore the experience of a culture other than my own.	Describe the attributes needed to work collaboratively.	Identify a job I would like to do when I grow up and understand what motivates me and what I need to do achieve it.	I understand my rights and responsibilities as a British citizen. I understand my rights and responsibilities as a British citizen and as a member of my school.	Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.
	Year 6	Recognise basic emotional needs and understand that they change. Be aware of the importance of a positive self-esteem and what I can do to develop it. Identify what I am looking forward to and what worries me about the transition to secondary school.	Explain ways in which difference can be a source of conflict and a cause for celebration.	Demonstrate a collaborative approach to a task, describe and implement the skills needed to do this. Explain the difference between a friend and an acquaintance; Describe qualities of a strong, positive friendship; Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).	Know my learning strengths and can set challenging but realistic goals for myself (e.g. one in school goal and one out of school goal.) Understand and reflect on how independence and responsibility go together.	Make choices about behaviour, understand how rewards and consequences feel and understand how these relate to my rights and responsibilities. Understand how democracy and having a voice benefits the community.	Take responsibility for own health and make choices that benefit my health and well-being.
		End point- Are children ARE? (Impact)					

EYFS:

The Early Years Foundation stage supports children’s understanding of PSHE through the planning and teaching of Personal Social Emotional Development (PSED) and Communication and language. This is about making connections and supporting 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 (PSED) and developing speaking and listening skills, they're building the foundations for literacy and learning. Plus they're learning key skills like how to express themselves and make friends (C&L). Children are exposed to this by adult and child led activities and exposure of high quality provision within their play.

Children are encouraged to develop a sense of self and given opportunities to explore their understanding in a safe, nurturing environment and positive experiences that are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities. Practitioners encourage investigative behavior and raise questions such as “What do you think?, tell me more about? What would happen if? and what else could we try?

A typical lesson structure for EYFS would be around 15-20 minutes and include teaching under the following headings:

Calm me

Interest me

Help me learn

Let's think

The learning is then embedded through provision learning and specific tailored intervention when needed.

Key Stage 1:

Key Stage 1 PSHE covers topics such as basic skills for staying healthy and safe and for behaving well. Children are given opportunities to show they can take some responsibility for themselves and their environment. Children are given opportunities to show they can take some responsibility for themselves and their environment.

They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of others. They learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying.

Some example activities include:

- Role-playing being in an emergency situation, acting out the dangers and pretending to dial 999 for the fire brigade or an ambulance.
- Working in small groups, and assigning roles to the members, such as chairperson and scribe. They're given a piece of playground equipment (e.g. a hoop or skipping rope) and have to work together to give another group instructions about how to use it, such as: what is this for? How many people can play with it at a time? What are the safety rules for playing with this? They report back to the class, sharing their findings, as well as considering the group processes, e.g. did everybody listen to each other? How did they agree questions in their group?
- The teacher using puppets to stage a situation in which Rabbit is being picked on by Tiger (a bully). She shows that Rabbit was upset on many occasions during the scene. She then asks the pupils to retell what had happened in their own words and describe how the characters felt, presenting this information in a speech bubble. At the end of the lesson, the pupils discuss what they would do if they were in Rabbit's situation at school.
- A dental nurse visiting the class and talking about dental hygiene, including how to brush your teeth, and the foods and drinks that are good and bad for teeth. Children can share their own knowledge and ask questions.

A typical lesson structure for Key Stage one would include:

Connect us

Calm me

Open my mind

Tell me or show me

Let me learn

Help me reflect

Key Stage 2:

During Key Stage 2 PSHE, pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of wider communities.

They learn about the world and the communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions.

As they face the changes of puberty and transfer to secondary school, they learn how to make more confident and informed choices about their health and environment, to take more responsibility for their own learning, and to resist bullying.

PSHE links with the wider curriculum and some example activities include:

- A science lesson on life cycles or puberty, where, with the teacher's support, the pupils discuss what changes happen to the body and their emotions as they get older. They might draw up a table comparing how girls and boys change during puberty.
- A P.E lesson where pupils look at what makes a healthy lifestyle, focusing on activity, rest and food. They then work independently to produce a health booklet, including a personal contract stating what they could do to try to improve their own health and wellbeing.
- A homework task to create a poster about bullying, following on from a drama session on bullying as part of the school's Anti-Bullying Week. The pupils develop poster-writing skills in small target groups but complete the task independently at home.

A typical lesson structure for Key Stage two would include:

Connect us

Calm me

Open my mind

Tell me or show me

Let me learn

Help me reflect

PSHE Pedagogy:

In PSHE both Jigsaw and SCARF are used to implement the intention of the curriculum. Using a whole school spiral curriculum each year the children are building on prior knowledge at an age appropriate level.

All teaching strategies are used to assist students in reaching a predetermined learning outcome. Using a mix of Experimental Learning, direct instruction, indirect instruction and interactive instruction children have a greater opportunity to discuss and use a cooperative learning style, to problem solve and also have reflective discussion. With the children at the centre and the teacher is there to facilitate the learning with them gathering information both from the teacher and their peers.

Teachers ensure that pupils see the 'purpose' of each lesson and the content in relation to their lives, make reference to the school rules, values and the class purpose and culture so they are engaged and the lesson and part of the class community striving to unlock each members potential. This creates positive relationships in school that can create conditions conducive to effective learning.

Each lesson includes the process of:

- identifying essential concepts for each topic
- creating a safe learning environment
- Sequencing of lessons

- Building on prior knowledge
- Addressing any misconceptions and teach to prevent them
- Utilise exposition, repetition, scaffolding, practice and critical thinking
- Powerful content and resources which align to approach

Key pedagogy that underpins the teaching of PSHE at Birley Spa Primary Academy includes the following:

1) Experimental learning

This is a learner centred strategy which uses real- world and / or hands on experiences as the primary source of instruction for children. Children are encouraged to personally reflect on the experience, analyse the most important aspects of the experience, and generalize key principles of the experience to new context.

2) Direct instruction

This is a teacher- centred strategy used to explicitly convey information and develop skills in students involving sequential steps. This is used as part of the other teaching strategies.

3) Indirect instruction

This is a learner centred strategy which considers learners' interests and curiosity about a topic. Children are highly involved in observation, investigation, inference, and hypothesis information. As such, the role of the teacher shifts for lecturer to facilitator and / or resource person.

4) Interactive instruction

This strategy utilizes discussion to facilitate learning. Children are encouraged not only to learn from the teacher but from their peers' as well. Interactive methods require children to use observation, listening, interpersonal, and intervention skills and abilities as they engage with the content topic.

PSHE education helps pupils to develop knowledge skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up into adulthood.

Wider curriculum implementation expectations:

In order to support children in their ability to process and understand the importance of PSHE they are exposed to a spiral curriculum building on prior knowledge and understanding from the previous year.

Effective CPD opportunities are available to staff to ensure high levels of confidence and knowledge are maintain through both the Jigsaw and SCARF subscriptions.

Impact

The impact of this curriculum design will lead to an outstanding level of development through each key stage at Birley Spa primary academy relative to a child's individual starting point and their progression of skills. We can track cohorts from initial starting points, whether that is as a nursery child or a new to reception/ school child. This will also allow us to see which children may need extra support allowing us to address any social disadvantage.

Children generally come into Birley Spa Academy lower than average experience within the prime areas linked to PSHE. Furthermore, children understandably have had less interaction with peers in the last two years following this data due to the pandemic. This has impacted the intent of the curriculum and when children were welcomed back to school we implemented a recovery curriculum which dedicated more time for PSHE across school to help children both understand and cope with the effects of the pandemic as well and other aspects of PSHE. This extra

time was used as a communication tool for children to gain some understanding and also to help with any gaps the children have missed through online teaching of PSHE.