



ROKEBY PRIMARY SCHOOL

PART OF STOWE VALLEY MULTI ACADEMY TRUST

PSHE at Rokeby Primary School

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1. Subject Statement

Intent

At Rokeby, we celebrate the fact that we are a diverse family and believe that the key to maintaining that family is in celebrating individual uniqueness. Just like no snowflake is the same, everyone within our school is different and it is therefore our job to support our students in embracing the fact uniqueness is who we are. As a school, we want our students to feel supported in exploring who they are in a safe environment to enable them to build confidence and self-esteem which is vital in 'thriving' social, emotionally and academically in school life and beyond.

We want our students to embrace differences, challenge disrespect and care for one another. These fundamental skills are vital to become successful individuals who contribute in a positive manner in the local and wider community. Our intent is not to just provide mutual respect and tolerance for one another beyond school life, it is to provide individuals with necessary life skills to manage the challenges that life can send our way such as managing money, dealing with bereavement and change, which has become the forefront of 2020.

The wellbeing of our students has become even more paramount in importance with the upheaval that has turned the world upside down. Therefore, supporting our students to self-regulate emotions, articulating worries and concerns is vital in enabling students to recover socially and emotionally so they are able to become confident and competent learners, ready to challenge and take on the world.

We want our students to know...

A 'cooperative or social learner' knows about, has mutual respect for, and understands uniqueness and the importance of coinciding with others, so that they can:

- Lead others and work alongside peers to achieve an end goal in a respectful manner.
- Listen to others, discuss their own views, and acknowledges the views of others and work to harmonise ideas in a united way.
- Appreciate that being an individual does not mean they are alone and that a supportive bubble is needed to thrive successfully- there is no I in team.
- Celebrate diversity in their lives and around them to enable them to embed within society.

A 'worldly or problem-solving learner' knows how to stay safe in person and online and can manage life skills in a responsible manner, so that they can:

- Identify unsafe situations in person and online, knowing how to respond to these situations in an appropriate and timely fashion so as not to impact upon their wellbeing.
- Accept and understand that everyone leads different lives and come from a wide variety of backgrounds but that these factors do not define the individual themselves but shape and support them in thriving into a competent individual.
- Begin to manage money, understanding the need to save, think ahead and prioritise areas in their lives into necessities and wants.
- Stay healthy physically and mentally through healthy choices in food, medicine, and exercise.

A 'self-respecting learner' knows the importance of valuing themselves and embracing individual challenges to succeed and achieve, so that they can:

- Develop into an individual, who can adapt to challenge and persevere in situations that one might not necessarily find easy to face and accomplish.
- Believe in themselves- understand that the key to success is valuing one's self and embracing who they are- you are the key to shaping your future- events and experiences do not define who you are.

- Self-regulate their emotions. Have an awareness when they do not feel right 'early warning signs' and know how to manage these feelings through mindfulness and seeking support from others when needed to feel safe again.

Our PSHE programme is underpinned by the 3D Dimensions Scheme of work, which is in compliance with the PSHH Association.

Implementation

PSHE is taught throughout the year as a discreet subject to enable all areas of study to be explored. The scheme we follow allows us to break down PSHE into 3 core areas: relationships, health and wellbeing and living in the wider world, meeting the requirements of government guidance.

PSHE underpins the curriculum at Rokeby Primary because students need life skills in the three core areas stated above to be able to function successfully as individual and academic learners.

The scheme, which is the cornerstone of PSHE teaching within the school, is clearly mapped out for each year group so that progression, links between each core area, development of skills and knowledge remains at the forefront of our broad and balanced curriculum. Alongside this, Protective Behaviours is taught alongside our scheme to further support the school in ensuring our students know what being safe means, how to identify when they do not feel safe and how to solve unsafe situations through a network of adults. This is taught regularly across each year and the language used in this subject is embedded into the vocabulary used by students and adults in all areas of school life.

Over a student's life-time at Rokeby they will develop their understanding of RSE (relationships and sex education), which, although sex education is not compulsory within primary provides children with factual information of bodies, families, puberty and conception within a safe environment so that students have opportunities to ask questions, be inquisitive and discuss concepts they feel unsafe or unsure of.

All class teachers identify which children are WTS, EXS and GDS for each lesson and edit and adapt future lessons in reflection of this.

Impact

Rokeby did not have a PSHE scheme and so a decision was made to buy a scheme that would provide the school with a clear structure to PSHE lessons to ensure that learning is always progressive and ambitious throughout the school. The implementation of this scheme came at a crucial time in which children had been experiencing a very turbulent year. The accessibility of this scheme in each year group has ensured that all children have had the opportunity to develop their physical, social and health education needs following a significant disruption to their learning and well-being. By having a progressive scheme in school, teachers have been able access prior learning objectives and activities to meet the needs of our current children so that all learners at Rokeby have the opportunities to develop crucial life skills.

After using the scheme for nearly a year, a staff questionnaire was completed by teachers around the school, who have spoken about the scheme in a very positive light. It has provided clear guidance on objectives, an entwining curriculum which regularly covers all key three core values to ensure that children regularly build their learning in each key area. Staff has praised the accessibility to all pupils, except for needing to adapt or provide additional resources for children with EAL. Adaption has also been needed for Nursery due to the interests and needs of the children attending which we shall monitor going into this year to see if the same theme is noticed.

Rokeby's main focus is to provide an enriching and nurturing environment in which children have the ability to 'shine' and be proud of their unique qualities. From talking to pupils around the school, they felt supported by adults and thoroughly enjoy taking part in PSHE learning with high expectations set by teachers. Children talked about how PSHE is there to support their well-being and how to develop their social skills "talk about friends, trust and who you can talk to," and year 6 children found it very beneficial in learning about Substance-Related Abuse before starting secondary school in which they are exposed to a wider community of peers, "learning about things you should and shouldn't do, like smoking and why it is bad for your health."

Classes are spending regular time checking in with their students to ensure they are frequent opportunities to address emotions and regulate feelings so that the children are in the best mindset possible to access learning and meet the high expectations set by teachers in all areas of learning.

Regular events happen throughout each term to celebrate and expand children's knowledge and understanding of PSHE. The children have taken part in the Anti-Bullying Award by Diana's Trust, Anti-bullying Week, Road Safety, Online Safety, Global Virtues week and a variety of workshops in different subjects which entwine with the objectives set out in PSHE.

Learning is recorded in a PSHE portfolio that each class has. My recent audit has found that this is an area that still needs development around school as the majority of learning has been discussion or in groups. Evidence will be monitored closely over the next term to ensure effective learning and evidence is being recorded within all year groups.

2. Assessment

Assessment for learning:

Our 'PSHE year group overviews' maps learning and objectives for the whole of the primary phase. It provides class teachers with clear objectives, progression across the primary phase and learning outcomes expected from the scheme.

Children will also complete a KWL grid at the beginning of each new unit which is edited as the unit progresses.

Assessment of Learning:

Assessment is at the forefront of lesson planning. Class teachers will annotate their planning to show children's success at achieving learning objectives, allowing them to reflect on learning and use this to plan and adapt future planning to meet the needs of their own class.

During lessons, children are offered verbal feedback to support their achievement of objectives. Following this, where appropriate, written feedback may be provided to children to allow them to reflect on learning and apply it in further contexts.

After each unit is completed (these do not necessarily correlate with the end of half-terms), class teachers are responsible for completing an assessment document which demonstrates whether children are WTS (working towards), EXS (expected) or GDS (greater depth) - the terminology used by the syllabus, breaks the learning outcomes into 'emerging, expected and exceeding'. This is then used to inform future planning for the following unit so that teachers can ensure children's knowledge is secure and that the children have the opportunity to thrive in this subject.

This information is then handed to the subject leader to support in the assessment and triangulation of the subject. Assessment, alongside planning and evidence is then used by the subject leader to ensure that progression is consistently happening across the primary phase. Designated class portfolios map out children's learning and progression at Rokeby, allowing the subject leader to have an in-depth understanding as to how PSHE is progressing at Rokeby and using this to make any necessary adjustments to the teaching and learning of PSHE at this setting.

3. Planning and Resources

The foundation of PSHE at Rokeby is built upon the 3D Dimensions scheme which has been created in-line with government guidance and the PSHE Association. Within this scheme, there are three areas: 'health and wellbeing, relationships and the wider world'. We follow the recommended units and year groups set out in this scheme which interweaves the three core areas into each half-term so that children receive a balanced curriculum.

By following the 3D Dimensions scheme at Rokeby, we ensure that key life skills in regard to health, wellbeing, social skills, communication and embedding into society are explored regularly over a child's time at the school. Thus, building on a child's knowledge and understanding of a crucial subject, to enable children to be successful learners academically and beyond school life.

By following this scheme and exploring such important life skills in the local area and wider community, we foster an appreciation of self-worth, teamwork, management of emotions, safety online and in person and an acceptance of equality and differences within our family. During a child's time at Rokeby, they will have the opportunity to put their learning and appreciation of uniqueness into practice daily with challenges and learning in all subjects and aspects of school life.

The scheme provides class teachers with lesson, links, key questions, stories and advice on delivering in-depth lessons.

4. Teaching and Learning in the Early Years Foundation Stage (EYFS)

In essence, the Early Learning Goal - Physical, Emotional and Personal Development is trying to foster is early, positive relationships between peers and adults/students, taking account of others feelings and ideas so they can work cooperatively, taking turns and sharing which are fundamental to the further development of relationships and embedding successfully into society. Students will learn how to take safe risks, have confidence in themselves and persevere when faced with new challenges and ideas. Emotional development is key to successfully working with others and developing relationships so students will develop an understanding of different emotions and begin to problem solve these feelings so they can be independent learners.

To ensure PSHE is structured in a meaningful way, some activities may be carpet sessions as a whole class such as listening to the story or some activities may be adult supported group activities.

5. Teaching and Learning- Key Stage One and Key Stage Two

At Rokeby, although PSHE is taught as a stand-alone subject, in line with the DFE statutory guidance, it is embedded into all other aspects of learning and school life.

PSHE is broken down into six units per year group. In addition, extra units will be integrated into school learning, to cover areas in further depth, such as:

internet safety,
relationships and sex education,
radicalisation and extremism, and
substance related abuse.

During learning, an objective is introduced or a 'hook' to grasp children into their current learning. A recap over previous knowledge happens to ensure knowledge is embedded and built upon.

6. Gifted and Talented Pupils

Although PSHE is based upon the 3D Dimensions scheme it is a very personal subject that allows children to flourish in developing many life skills required to embed successfully into the wider community.

Within this subject, children may have a particular talent in a given area or in all of the subject. To ensure that teachers support children, assessment of learning happens at the end of every lesson-as stated above; planning is annotated and children with strengths are identified so that they can be further supported to deepen their abilities and talents in a given area they are particularly gifted in. This regular assessment allows for clear differentiation and supports teachers to monitor progress and attainment in the subject.

7. PSHE and SMSC

PSHE is closely interlinked with SMSC at Rokeby and our celebration of Global Virtues. Each of the 4 key areas intertwines with the 3 core strands of our PSHE curriculum so that they flow seamlessly into one another.

S- spirituality branches into the 'health and well-being' core as well as 'living in the wider community', where children learn about how others develop spiritually in different stages of life and cultures. Spirituality at Rokeby is closely explored through our annual Global Virtues week within which we focus on the core British Values, rebranded as Global Virtues, which allows children to gain new experiences of other cultures, faith groups and gain a greater understanding of the values encompassed in the term Global Virtues. Alongside this, our PSHE scheme develops skills across the key stages, such as: in year 2, children learn about caring for the local community, which progresses onto celebrating diversity and religious views in year 4. Children learn about setting goals and having aspirations in each year of our PSHE programme to support their own personal development so that they can be healthy, caring and independent citizens in society.

M- a moral compass is a skill that umbrellas into the 3 PSHE areas focused upon at Rokeby and is consistently progressed each year as the curriculum builds upon prior skills and understanding. For example, in key stage one, children learn about right, wrong and consequences and are faced with situations to role play, in order to explore experiences from 'other people's shoes.' Whereas in year 5 children explore rights as well as law to further understand how the choices they make effect themselves and others around them. Children also learn about morals through our Protective Behaviours Programme and our focus on Online safety and Anti-Bullying.

S- exploration of social skills is embedded into each lesson through the use of pair, group and class discussions and tasks which require children to use social skills to share ideas, listen to others, debate and take on different roles to achieve a common goal. Many of the lessons are also focused on progressing these skills required for life in the wider community under the 'relationships' branch of PSHE at Rokeby. Children learn about community events in year 6 and different cultural meals compared to year 1 in which children learn about opinions, sharing and turn taking with all peers. Social skills are a key avenue for exploring Extremism and Radicalisation and in supporting children to accept others' views as personal choice and in understanding that diversity of viewpoints in what makes us unique, special and a vital part of the community. Children, right from nursery, learn the

importance of sharing, turn taking and listening to others so that they gain respect for each other which entwines into our celebration of Global Virtues in school and in our annual event within our Multi-Academy Trust.

C- in a community that includes a wide variety of **cultures**, children learn a great deal about differences and similarities between people as well as mutual respect and tolerance of others' ideas. Children learn early on in key stage one that everyone is entitled to an opinion which needs to be respected and that our opinions are what make us, us. It is important to value our differences and unique ideas so that we can unite and thrive. Cultural awareness is embedded into Global Virtues within our MAT and is celebrated through our PSHE core strands and Global Virtues celebrations within which children learn about and have the opportunity to celebrate other cultural events. Our PSHE strand of 'wider community' ensures that children are regularly exposed to a wide variety of values, ideas and cultures so that they can understand and embrace diversity in the community and wider world.

8. The Role of the Subject Leader

As the PSHE subject leader, the main roles are to support the school, staff and children in developing an in-depth understanding of the three core areas: health and wellbeing, relationships and the wider world, as well as ideas to embed PSHE into the daily life of the classroom and life outside of school to enable children to have self-worth, social and communication skills and an ability to regulate and problem solve feelings and events.

The subject leader will:

- Review PSHE at the end of units.
- Monitor portfolios and explore this in correlation to the scheme and the coverage overview.
- Pupil voice- hearing the children's views on learning.
- Maintain high quality, vibrant PSHE displays around school to promote the three core areas.
- Undertake learning walks and lesson observations- to identify strengths and weaknesses in teaching to further plan how to support the school, staff and children.
- Deliver CPD training sessions for staff and subject leaders.
- Ensure an abundance of resources to allow hands on learning.
- Support Continuous Professional Development (CPD) for all teaching staff.
- Work with other schools within the MAT to develop PSHE across the school and academy trust.
- Embed Protective Behaviours into school life
- Support staff in using Spring Fever to develop children's understanding of bodies, puberty and families.
- Focused weeks to support PSHE, such as Anti-Bullying week.

9. Parents/Carers

To ensure parents/carers are aware of their child's/children's development in PSHE, Rokeby involves parents/carers in the following ways:

- Parent workshops, each half term, allow class teachers to 'show off' children's learning
- End of year reports feedback on all foundation subjects- attainment and progress
- Parent's evenings are held twice a year, in which parents/carers are provided with feedback on current strengths and areas to further develop
- Open afternoons allow parents/carers to explore books and showcase all the learning and progress that has taken place.
- If parents need to contact staff, they can also do so through communication books, Class Dojo and email, if they have any questions or concerns.

10. Safeguarding in PSHE

The PSHE curriculum fully encompasses safeguarding into all three core areas

1. Health and Well-being.
2. Relationships.
3. Living in the Wider World.

Protective Behaviours:

Rokeby fully incorporates the Protective Behaviours scheme into life at Rokeby. All children are taught to have a 'network of trusted adults', inside and outside of school, who they can talk to about any worries they have, however small or big these are. To support children's understanding of what a worry or unsafe choice is children are exposed daily, across all year groups, to the language of safe, unsafe, early warning signs and is my fun, fun for everyone? The use of these set terms across year groups supports children in making safe/right choices for themselves and their peers and also gives them the comprehension and ability to understand when something does not feel safe so that they are able to act upon this. They are taught about the rights all people have as humans to provide them with the awareness of what everyone has the right to, such as privacy, food and shelter.

My Feelings, Friends and Family:

This additional programme, that Rokeby uses, provides further knowledge, factual information and resources to enable the school to support **all** children, however vulnerable, in knowing about all types of families, what a healthy relationship should look like, mental well-being, online safety, puberty and sex education.

Below are examples of how safeguarding entwines automatically into the three core areas of PSHE within our school curriculum and environment.

Core 1- Health and Well-being.

In year 1, Spring 1, children learn about types of foods, which foods fall into what categories and how to get physical to support a healthy body. In Spring 2, further work on secrets and safe choices is explored to reaffirm learning covered in Protective Behaviours. In year 3, the learning progresses further onto supporting children with the importance of a goodnight sleep for our emotions as well as first aid and contacting emergency services so that they can help themselves and others in need. As the children progress into year 6, they learn basic first aid so they are equipped to safeguard themselves and others should they be exposed to situations where the need arises.

Core 2- Relationships.

In reception, several lessons focus on behaviour and consequences: Lesson 12 'Clean and Tidy', Lesson 13 'Bully Boy' and Lesson 24 'Playtime Games'. The children explore themes of what a good friend looks like early on so that they can develop healthy relationships and understand what peer on peer abuse can look like. In year 1, Spring 2, children progress further into the idea of 'bullying' and what this can look like so they are aware of what to look out for but also how to treat others with tolerance and mutual respect. In year 6, children discuss race and identity as well as acceptable for others.

Core 3- Living in the Wider World.

In year 1, children are introduced to where money comes from, how to look after it and the importance of saving. This progresses onto children taking part in an enterprise activity in year 2 so that they learn the value of money. In year 5 children then learn how to manage money and in year 6 compare prices of foods from different places to give them a depth of understanding needed to appreciate the value of money and to keep it safe.

Below are examples of how safeguarding entwines automatically into the three core areas of PSHE within our school curriculum and environment.

Additional units are covered within our PSHE scheme to provide children with an understanding of Radicalisation and Extremism, Substance Related-Abuse and Online Safety.

A brief summary of further themes explored which teach safeguarding:

- Dental hygiene
- Stranger Awareness
- Sun safety
- Balanced diets
- Gender identity
- Religious diversity
- Smoking
- Cooking
- Laws and rights
- Appreciating diversity in the community
- Aspirations and perseverance

11. Children with SEND (Special Educational Needs and Disabilities) in PSHE

At Rokeby, our aim is for the curriculum to be aspirational and ambitious for all pupils, including those with additional needs.

To ensure that PSHE is accessible to pupils with SEND needs the following considerations are made prior to teaching PSHE lessons.

- Use of Individual Learning Plans to inform planning and adaptations so that learning is accessible, relevant, and ambitious. For instance, use of scaffolding through explicit instructions, repetition and modelling. Depending on the needs of individual children, technology will be used to support cognition and learning, such as apps, talking tins, Clicker 8, Inprint and online resources.
Many PSHE lessons use technology to show videos, images and songs to support understanding as well as pictorial resources to ensure that learning is accessible to every child at Rokeby.
- Flexible groupings so that pupils with SEND needs have equal opportunities to learn from their peers, develop social and emotional skills, as well as gaining inspiration from one another. By using flexible groupings, communication and interaction provision needs are fully entwined into the learning for all children.

A significant amount of PSHE learning takes the form of discussions, group work, paired work and participation in a wide variety of activities. This ensures that flexible groupings take place within PSHE so that social and emotional health, sensory needs and communication can be supported through an inclusive and aspirational subject.

- Cognitive and metacognitive strategies are used so that children learn skills, methods and ways to think to enable high quality learning to take place. This can be shaped in many ways such as adults 'talking out-loud' to show ways of thinking, problem solving and ordering learning. Checklists, visual cues and memorising techniques so that, if needed, over-learning and extensive practice can take place to enable all children to shine.
The PSHE scheme, ensures that core themes and units are frequently explored so that children are able to build upon prior skills and learning so that extensive practice, memorising and repetition can take place so that all children can thrive within the subject.
- Class teacher and teaching assistant roles during the lesson. Through forward planning teachers will ensure that lesson objectives are planned for in detail to enable differentiation to take place and allow for the most effective and high-quality learning to take place. This may take the form of a teacher working 1:1 with a pupil with SEND needs during a particular lesson or supporting a given child working within a small, targeted group or within a mixed ability and needs grouping. At no point will the needs and learning of a pupil with SEND needs be placed upon a teaching assistant alone. Teachers are fully responsible for ensuring that all children have access to high quality teaching and make provisions prior to lessons to ensure that outstanding learning can take place. Teachers have access to the PSHE scheme and so they are able to plan in advance interactive lessons to ensure tasks and outcomes are adapted to individual children's needs with the overall aim being to increase the independence of a pupil with SEND needs within the PSHE curriculum.