

## **PSCHE at Byfield School:**

### **What is PSCHE?**

PSCHE (Personal, Social, Citizenship and Health Education) education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

A growing body of research shows that pupils who are emotionally healthy do better at school. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. PSHE education also helps pupils to develop skills and aptitudes - like teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world, and are increasingly valued by employers.

(PSHE Association)

### **Children at Byfield School are developing PSCHE skills through 3 main strands:**

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World: economic wellbeing and being a responsible citizen.

**In addition, children at Byfield School are recognising behaviours/feelings in others and developing their sense of self and self-regulation for behaviour / feelings through Zones of Regulation.**

### **Children at Byfield School develop their understanding of Health and Wellbeing:**

- 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
- How to manage change, including puberty, transition and loss
- How to make informed choices about health and wellbeing, and where to get help with this
- How to respond in an emergency
- To identify different influences on health and wellbeing

**Children at Byfield School develop their understanding of Relationships:**

- How to develop and maintain a variety of relationships, within a range of social and cultural contexts
- How to recognise and manage emotions within relationships
- How to respond to risky or negative relationships, including [bullying](#) and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

**Children at Byfield School develop their understanding of the Wider World:**

- About respect for themselves and others, and the importance of responsible actions and behaviour
- About rights and responsibilities as members of families, other groups and citizens
- About different groups and communities
- To respect equality and diversity, and how 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
- The part that money plays in people's lives
- A basic understanding of enterprise

Progression across PSICHE topics and year groups is mapped using The PSHE Association overview.

<https://www.pshe-association.org.uk/system/files/Mapping%20PoS%20to%20Statutory%20guidance%20July%202019%20update.pdf>

Zones of Regulation: Textbook with CD Rom, yearly overview

## How do we cater for children who are more able in PSCHE?

What We Believe	Provision
<p>The characteristics of a More able pupil:</p> <ul style="list-style-type: none"> <li>• Have a secure subject knowledge and can recall it quickly</li> <li>• They work systematically,</li> <li>• They are able to come up with their own solutions to problems, and use their knowledge to think creatively</li> <li>• Are able to work with a wide range of children being good leaders or team members</li> <li>• Are able to apply that subject knowledge in a range of different contexts</li> <li>• Are able to communicate their understanding efficiently.</li> <li>• Are able to use reasoning skills (not just in maths but across every subject) to construct sound explanations and arguments based on secure subject knowledge</li> <li>• Are able to analyse, evaluate and create (Blooms Taxonomy) drawing from good subject knowledge.</li> <li>• Children are able to self-check, identify mistakes more independently and edit and improve their work.</li> <li>• Use Enquiry skills</li> </ul>	<p>Teachers encourage and support all children to participate and lead where appropriate, regardless of academic ability.</p> <p>More able learners could be expected to contribute full explanations, clear and articulate viewpoints and help organise and lead presentations, where appropriate.</p> <p>The majority of this subject is taught through paired, group and class discussions and activities rather than written work. When writing in books, more able children will be expected to give full, clear written explanations / presentations and show that they can use their writing skills.</p>

## How do we cater for SEND in PSICHE?

What we Know / What we believe	Provision
At Byfield we believe the importance of maintaining an inclusive learning environment	SEND children still have 100% access to PSICHE lessons – they are not removed for interventions unless there are specific interventions which are assessed to address a crucial learning need which would prevent them from leading a successful and rewarding life.
Some children may need differentiated adaptations to be made – so they can access the same learning.	Teachers adapt and design learning so that it means children can access the next step of learning. Key messages / learning are made clear. Sticking points are repeated and made clear.

## Assessment

What we Know / What we believe	Provision
Formative	If teachers feel key information is not learnt or being applied, they use ongoing assessment to add extra interventions to pupils or with the whole class. For example put in extra circle times, design class assemblies for increasing knowledge or working with groups of pupils. As much of this subject is around knowledge of keeping safe, learning to lead independent lives and be ready for the next stage of their lives and education, continued work will happen until every child is ready.
Summative	

## Pedagogical Approach – Inspire, Challenge, Succeed

What we Know / What we believe	Provision
Inspire	Different teaching and learning approaches are used to engage and stimulate children such as: use of pictures, videos, role play, scenarios, circle time, debate, paired talk, group work and whole class discussions.
Challenge	Misconceptions or disrespectful attitudes / comments will be challenged. Children will be asked to explain viewpoints and thoughts.
Succeed	Children will feel that they have control over themselves and will happily take responsibility for their actions. They will gain a sense of achievement through

	showing empathy and kindness to others, contributing to class and school life and being able to solve problems independently.
Mapping	PSHE Association overview. Assembly and lesson MTP
Skills Progression is needed to apply knowledge	

### SMSC

<b>What we Know / What we believe</b>	<b>Provision</b>
Spiritual	sense of enjoyment and fascination in learning about themselves, others and the world around them
Moral	ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England  understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.
Social	use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds  willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

Cultural – Including Cultural Capital	interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
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### British Values

What we Know / What we believe	Provision
	<ul style="list-style-type: none"> <li>• encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely</li> <li>• enable students to acquire a broad general knowledge of and respect for public institutions and services in England</li> <li>• further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures</li> <li>• encourage respect for other people</li> </ul>