



# Subject – Personal, Social, Health and Economic (PSHE) Education

School Vision and motto:

*'Making Learning an Adventure'*

At Holywell Village First School we have high aspirations for our children to become well-rounded and responsible future citizens. They are happy, independent and have positive self-esteem. Our children have a thirst for learning. They are curious about the world around them and are confident to 'have a go'. They are reflective learners who persevere and demonstrate good communication and social skills. They are thoughtful, caring and kind.

'We want our children to be the best they can be.'

## **PSHE Curriculum Intent**

*Why do we teach PSHE?*

*PSHE enables pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. It supports pupils to be safe, healthy and prepared for modern life. PSHE Association POS 2020*

## **Our curriculum is unique to HVFS**

We believe that PSHE lessons should be fully inclusive of every child and they should reduce inequalities. Our intent is to: fulfil the statutory requirements of the National Curriculum for PSHE but also:

- Ensure that teaching and learning in PSHE will follow three core themes
  - Health and Wellbeing
  - Relationships
  - Living in the Wider World
- Ensure that from their very first day in school, children have the appropriate environment to develop their social skills and emotional wellbeing.
- Ensure that the school ethos of Emotion Coaching supports children's recognition and understanding of their own and other's emotions and supports them to be open and honest about acknowledging feelings and emotions.

- Ensure that children recognise their PSHE learning as relevant to them and applicable across many areas of their lives.
- Is flexible and subject to change where necessary to meet the development, readiness and needs of pupils
- Ensure that any additional areas of need identified for individual pupils are referred to 'Nurture Group' for extra support and guidance
- Ensure that British Values are referred to as part of PSHE Lessons

## **Implementation**

### *How do we teach PSHE?*

We follow the PSHE Association Programme of Study.

In Early Years : pupils are immersed in an environment that supports their early relationship-making skills and helps them to develop effective relationships with their peers and adults in school. They begin to assume greater personal responsibility and begin to manage their personal safety, including online. Personal and social development is embedded across all areas of the EYFS curriculum.

Key Stage 1 and 2: pupils should receive a minimum of 1 hour of teaching per week- this may be in the form of short sessions spread across the week.

Our PSHE lessons are effective and age appropriate. We implement PSHE in the following ways:

The aim of the curriculum is to ensure that all pupils are able to participate in lessons and teachers are sensitive in the teaching of delicate/challenging subject areas within the PSHE curriculum.

Relationships and Sex Education elements of PSHE learning are taught in a sensitive and factual way linked with other learning for example in Science.

Teachers recognise that learning from one area of the PSHE curriculum may be related and relevant to others and understand that while planning lessons they may be drawing from more than one of the core themes of learning.

Teaching and learning builds upon prior learning, experience and understanding. Prior knowledge and skills are revisited and reinforced and the learning is extended year on year.

Teaching uses a variety of strategies including:

- stories
- whole class discussion
- partner discussion/working
- small group work
- teacher led
- pupil centred learning
- using drama
- using music
- using art

SEND

We recognise that our PSHE lessons need to be inclusive of all children and children with SEND are supported by additional adults in school and a variety of teaching methods are used including pre-teaching to support any children who may need an introduction to topics and vocabulary in advance.

### **Our PSHE lessons have the following structure:**

#### ***Review Prior Knowledge***

Medium term plans identify prior learning and teachers take this into account when introducing and reintroducing skills and knowledge. Teachers review prior skills and these skills are reinforced and expanded upon year on year throughout school .

#### ***Teaching New Knowledge***

Lessons are carefully planned using the PSHE Association Programme of Study as a guide. Lessons are inclusive and follow a variety of teaching and learning styles to ensure all pupils are able to participate.

#### ***Summarising Taught Knowledge***

Key skills, knowledge and vocabulary are recapped to ensure learning is embedded. Children are also given the opportunity to reflect on their new knowledge, to ask questions and

### **PSHE opportunities beyond the National Curriculum:**

#### **At Holywell Village First School – Cultural capital**

- Visitors to school eg Tynemouth Volunteer Life Brigade (TVLB) - water safety
- Whole school assemblies – reinforcing PSHE learning and British Values
- Whole school PSHE learning
- Whole school displays
- Whole school ethos - Emotion Coaching

### **Impact**

Progress is assessed on an ongoing basis – formative assessments during lessons. A Class PSHE Book is completed as a tool for ongoing assessment and to show knowledge, skills / areas within Core Themes that have been taught. This will include pupil comments/ teacher notes to inform next steps in learning.

Medium Term plans are annotated with evaluations of lessons. This information is used to determine whether children demonstrate emerging, expected or exceeding skills and data is collected by the PSHE coordinator for analysis in the form of a 'Best Fit Grid'.

Monitoring is conducted by the PSHE subject leader using a peer mentoring approach. The Best Fit learning grids are collected termly so children's achievement and coverage can be monitored.

Kay Gray

PSHE Subject leader

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