

Bricknell Primary School



PSHE Policy



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Subject Co-ordinator: Elizabeth Chapman

Curriculum Intent

PSHE/SMSC is the heart of the school's ethos and is fundamental to developing young people with positive attitudes and well-rounded members of society. By teaching PSHE/SMSC, we intend to impart pupils with the knowledge, understanding, confidence, attitudes, values and skills they need in order to reach their potential as individuals and within the community as well as knowing how to keep themselves safe.

At Bricknell Primary School, the teaching of the PSHE/SMSC curriculum has been carefully considered to enable our pupils to become global citizens. At Bricknell, we follow the Jigsaw PSHE programme and are proud to be a flagship school. Our highly skilled subject leader has carefully worked to create a Progressive Skills Document where objectives for each year group are progressively mapped out to ensure our pupils are given the acquired skills and knowledge to further their education journey into KS3 and life beyond the classroom. The PSHE Progressive Skills Document is fully compliant with the 2020 Statutory Guidance.

Our aim is to provide inclusive and aspirational environments and learning experiences where pupils thrive and build the cultural capital they need to make aspirational choices about their own futures, overcoming any barriers. In order to achieve this, our curriculum is underpinned by the principles highlighted in our Aspiration Curriculum.



Within the PSHE Progressive Skills Document, our progressive objectives identify what pupils should know by the end of each year group and link to prior learning. These enable teachers to identify and plug gaps in pupils' knowledge and skills.

Within each subject, pupils will develop a deep understanding of key concepts and second order concepts. These key concepts have been carefully considered and identified as the core knowledge, skills, behaviours and attitudes required to successfully achieve in all areas of life. The key concepts are revisited and developed as the pupils move through the school to ensure the knowledge, skills, behaviours and attitudes are firmly embedded within the long term memory. These key concepts compliment work carried out across the school in line with Aspiration Curriculum. The expectation is that, by the end of Primary School, children will know and understand these key concepts and have the ability to be socially and emotionally equipped to enter KS3.

In addition to first order concepts, the subject leader has identified subject specific second order concepts. These can be used across all aspects of a subject to organise the substantive knowledge, skills, behaviours and attitudes taught.

Key concepts: A range of these ideas are explored through each PSHE unit and provide lenses through which to consider different aspects of this area of the pupil's personal development.

- **Being me in my world** (Who am I? Understanding your own identity and how I fit well in the class, school and global community)
- **Celebrating differences** (Understanding diversity, respect, anti-bullying including cyber and homophobic bullying)
- **Dreams and goals** (achievement, goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society)
- **Healthy me** (body and mind, drugs and alcohol education, self-esteem, confidence, healthy lifestyles, sleep, nutrition, rest and exercise)
- **Relationships** (Friends, family and other relationships, conflict resolution and communication skills, bereavement and loss)
- **Changing me** (Change, transition, relationships and Sex Education)

Second order concepts: These are PSHE / life skills that are taught and applied through each unit of the PSHE curriculum. These skills build progressively as pupils move through the school.

- **Emotional literacy** – (Self-awareness, social skills, empathy, motivation, managing feelings)
- **Responsibility** – (Personal responsibility, responsibility towards others, relationships, world of work, staying safe, health)
- **Resilience** – (Developing strategies for resilience, ambition, personal best, managing emotions)
- **Written and oral expression:** (Using social and emotional literacy to confidently discuss personal experiences and the experiences of others in a variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)

In addition to the Key Concepts and Second Order Concepts, we also promote **SMSC, British Values** and **Protected Characteristics**. These are key strands that are embedded across the whole PSHE curriculum and are revisited in most lessons. Therefore, the following concepts are explored through the PSHE curriculum:

- Social development
- Moral development
- Spiritual development
- Cultural development
- Emotional development
- Democracy
- Rule of Law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs
- age
- Gender reassignment
- Being married / Civil partnership
- Being pregnant/ maternity leave
- Disability
- Sex and sexual orientation
- Religion

By the end of EYFS children will:

Begin to develop and form positive relationships with adults and other children. This can be seen as they begin to show sensitivity towards others' needs and feelings while playing cooperatively and understanding turn-taking. In addition, the children will be developing their self-confidence and self-awareness by demonstrating that they can take risks in trying new activities. These children will be able to articulate when and how they need help, even in groups. Furthermore, when managing feelings and behaviour, they are able to show and talk about their own emotions as well as those of others. They will also understand how to differentiate between positive and negative behaviour and understand that unacceptable behaviour could have consequences.

By the end of Key Stage 1 children will:

Develop their awareness of themselves and others in contexts which are familiar to them - such as their home and school. They will also be able understand how their behaviour impacts others around them and how to keep themselves safe and happy. The children will be able to identify what makes us all individual and unique and celebrate diversity within Bricknell Primary School. Closely related, children will be able to articulate their understanding of bullying and recognise the negative impact it has. When considering their aspirations and goals, children can express how they feel when they succeed and can begin to work collaboratively in groups to achieve a common goal. Children will be able to understand how their body has changed from being a baby and can use the correct terms to describe parts of their body that are private. As well as this, children will know how to take care of their bodies and mental health by leading a healthy lifestyle.

By the end of Key Stage 2 children will:

Be able to apply their understanding of themselves and others into the wider context of their communities and the world. Children will leave primary school with the skills needed to be a well-rounded member of society with a concrete understanding of their emotions and how to manage them effectively. By building on their knowledge from Key Stage 1, children will have further explored the diverse world we live in and will have built an understanding of the negative impact discriminatory behaviour can have whilst showing empathy with victims of this crime. In addition to this, children will understand how their body changes through puberty and into adulthood. Children will unravel the complex and confusing emotional changes that they experience during this stage of their lives. Furthermore, children will have an understanding of the detrimental impact that negative relationships with food, substances and media can have on their bodies and mental health. In order to be able to progress into Key Stage 3, children will set themselves aspirational targets and understand how their dreams and goals could be different to those of another child, from a different culture. They will be resilient children who have the correct tools to deal with and overcome challenges and set-backs. Children will be able to take their aspirations and apply them to the wider world allowing them to become a role model and a positive global citizen.

Any child working below their age-related expectation, will receive a tailored curriculum with personalised objectives taken from the Curriculum Assessment Toolkit. This will enable all children to build the skills and knowledge needed to bridge the gap between themselves and their peers enabling them to reach their full potential.

Implementation

At Bricknell Primary School, our curriculum is carefully mapped out into a Long-Term Plan by our highly skilled subject coordinator. This enables links between subjects to be identified and carefully planned for to support pupils' retention of knowledge, skills, behaviours and attitudes.

The academic year is broken down into six puzzle pieces. PSHE is taught discretely through each of the puzzle pieces and outcomes are demonstrated in the Class Book.

At Bricknell, all PSHE lessons will follow the same teaching sequence outlined below.



In light of Covid 19 and Bricknell's Recovery Curriculum, subject leaders have identified key concepts across the curriculum which need to be prioritised in each year group to ensure that pupils have the knowledge required to access their next progressive steps in their education and enable them to access the National Curriculum.

In addition to the discrete PSHE lesson, all pupils will be included in a PSHE assembly focusing on celebrating the puzzle piece for that week, a Safeguarding assembly, a Citizenship assembly and a

celebration assembly. Throughout the school, mindfulness will also be practiced as the children come in from lunch to prepare their minds for their afternoon of learning.

Impact

A wide range of strategies are used to measure the impact of our PSHE curriculum. Our teaching sequence allows children to respond to a 'Big Question' and to assess how they feel they achieved in each session. The impact of our PSHE curriculum is also monitored daily across the school in a variety of different environments across structured and unstructured times. The behaviours and attitudes of all pupils is also monitored, reflected upon and celebrated during weekly Jigsaw assemblies.

As a flagship school, we receive regular monitoring visits regarding the implementation and impact of our PSHE provision which provides us with external validation for a robust curriculum.

Teachers assess weekly by carrying out holistic assessments at the end of every discrete Jigsaw session and half termly in summative assessment using an internal assessment tool. As a result of these assessment tools, pupils' misconceptions or gaps in subject knowledge, skills, behaviours and attitudes are addressed and additional teaching and support is provided. At Bricknell, we offer a variety of additional support for children who are struggling with the Social and Emotional areas of learning. We have highly skilled members of staff trained in ELSA, a dedicated Safeguarding officer and wellbeing coordinators.

In EYFS, staff professional judgements are valued. Assessments are formative so that they quickly make a difference to children's learning. They inform the provision of activities and experiences which develop children's skills and knowledge as well as giving opportunity for further practise. We record WOW moments on Tapestry and build up a detailed picture of each child using a Child on a Page document.

Our Subject Leader will also monitor the effectiveness of the PSHE curriculum through carrying out regular subject 360 evaluations. These evaluations are quality assured by the Senior Leadership and Governors.

The effectiveness of PSHE is also monitored through pupil and parental voice throughout the course of the year.

Extra-curricular

At Bricknell, we offer a wealth of extra-curricular activities and ensure that all pupils are given equal opportunities to access these. There is a diverse offer for our pupils which allows all talents and abilities to be celebrated giving opportunities for children to aspire to be the best they can be.

In addition to these additional opportunities, the delivery of PSHE allows pupils to develop the key skills underpinning Bricknell's Aspiration Curriculum to provide opportunities for whole school outcomes and enterprising events. Furthermore, through a range of enriching assemblies including

PSHE, cultural awareness and safeguarding talks, the pupils are encouraged to participate in events across the country that raise awareness of global/national issues and celebrate the diverse world we live in (e.g. School Diversity Week, Autism Awareness Week, Red nose Day and Online Safety Week etc).

Jigsaw Families

At Bricknell, we promote parental engagement. We offer parents the opportunity to work alongside their child and undertake the Jigsaw Families Programme, which is designed to help build and foster positive relationships between families in the community; this course is in line with the pupil's PSHE curriculum and follows the same key concepts.

Cross curricular connections.

PSHE / SMSC is embedded throughout the curriculum and is evident across the school in a variety of different settings as well as in daily classroom practice. This is through developing the pupils' communication and collaborative skills, understanding and tolerance, behaviours and attitudes. We believe it underpins the fundamental skills to learning and this really is at the heart of our curriculum. We also believe that these key attributes which are monitored and revisited throughout the day prepare children for life at KS3 and beyond the classroom. We aspire for all our children to be global citizens and contribute positively to their local community and in all walks of life.

Equality

We believe that pupils at Bricknell Primary School should not be discriminated against in terms of the 9 protected characteristics (Age, Disability, Gender reassignment, Marriage/Civil partnership, Pregnancy/Maternity, Race, Religion/Belief, Sex and Sexual orientation). This intent is embedded and implemented across the whole PSHE curriculum. All children should have the opportunity to participate fully in classroom PSHE lessons, extra-curricular and whole school activities, therefore reasonable adjustments are made to accommodate all pupils.

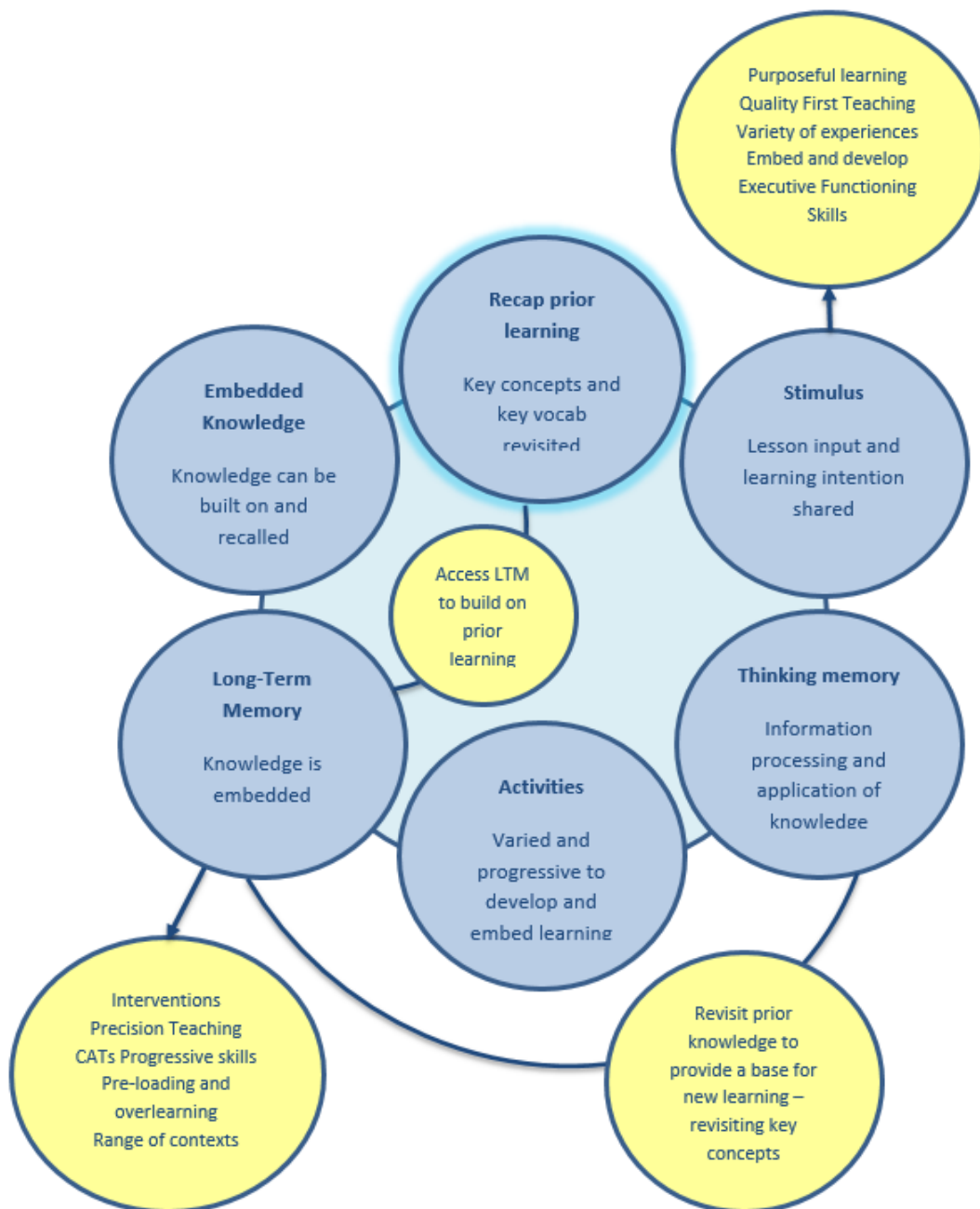
SEND

At Bricknell, we have a high SEND population and our pupils are fully immersed into the broad and balanced curriculum. However, we tailor the curriculum to meet the individual needs of SEND pupils. Where a child's need prevents them from accessing the Age Related Expectations for subjects, planning is tailored to meet the individual needs of all pupils using the CATs document. This document breaks down each objective across the curriculum to enable all pupils to achieve success at an appropriate level for their needs. This ranges from P4 to Year 6 to ensure that there is no ceiling on any child's learning. In addition to this, some pupils are given the opportunity to take part in an AQA life skills programme. This programme consists of a sequence of skills that children work towards and develop their independence. This programme has been developed by the external agency IPASS and is tailored to meet the individual needs of our pupils. Each skill, when mastered, is rewarded with a qualification and certificate. Prior to the children starting this at the age of seven, pupils take part in the CATs PSHE scheme of work which was developed alongside a local special school. This programme aims to plug gaps and remove barriers to learning.

Metacognition

Metacognition relates to thinking about thinking. It is a mechanism to enhance student learning, both for immediate outcomes and for helping students to understand their own learning processes. Metacognitive strategies are embedded into all areas of our curriculum and opportunities are planned to develop these skills over time. These skills include self-questioning, meditation, reflection, developing an awareness of strengths and weaknesses and an awareness of personal learning styles. Developing this metacognitive understanding is a skill for life. When learners “think about their thinking” they are more capable of independent self-improvement. At Bricknell, metacognitive strategies are learned, practiced and made into habits in order to improve learning, self-understanding and thinking skills impacting both the present and future.

Our metacognition and working memory model is shown below:



All staff have had extensive CPD, in collaboration with the Educational Psychologist, to support their understanding of child development and metacognition strategies to enable them to develop the knowledge and skills required to enable children to learn progressively over time.

Evaluation

In evaluating the effectiveness of our PSHE/SMSC teaching, we should be aware of the following:

- Do pupils understand the world they live in?
- Do pupils understand what makes them special and unique?
- Are pupils aware of how their life is similar and different to others from another culture?
- Can pupils set goals and understand steps they need to take to meet their goals?
- Do pupils understand how to look after their physical and mental health?
- Do pupils know what a healthy and unhealthy relationship looks like?
- Do pupils know how to manage their feelings both positive and negative?
- Do pupils understand the changes their bodies are going to experience?
- Do we create an environment which allows pupils to influence their learning journey?
- Do we ensure that children are able to work collaboratively?

Resources

All year groups have access to lesson plans, power points, animations, book references, internet links and videos in order to allow them to deliver a consistent PSHE/SMSC curriculum.

Staff CPD

At Bricknell Primary School, invest heavily in CPD to ensure all staff feel empowered to deliver lessons, across all curriculum subjects, and have the ability to embed and assess the metacognition strengths of all pupils.

Date	Training	Delivered By
Jan 2019	Quality First Teaching / SEND strategies	V. Chapman
May 2019	Quality First Teaching / SEND strategies	V. Chapman
Oct 2019	Understanding Attachment Theory	Educational Psychologist
Oct 2019	Precision teaching	Educational Psychologist
Feb 2020	Precision teaching follow up	V. Chapman
Sept 2020	Quality First Teaching / SEND strategies	V. Chapman
Sept 2020 to Feb 2021	Developing strategies for inclusive SEND strategies within the classroom (KS1)	Educational Psychologist
Apr 2021	Executive functioning	V. Chapman
May 2021	Quality First Teaching / SEND strategies	V. Chapman
May 2021	RSE and PSHE CPD for staff	E. Chapman
Sept 2021	PSHE Subject leadership CPD	H. Stannard / N. Waites