

# PHSE AT TORKINGTON PRIMARY SCHOOL



nurturing potential, inspiring excellence

# INTENT

## PSHE



**nurturing potential, inspiring excellence**

# INTENT

Our intention is that when children leave Torkington, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in the diverse society we live in.

We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. It is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal and cope with these so that they have good mental health and well-being.

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community.

It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our children learn how to keep themselves safe, and to understand and develop healthy relationships, both now and in their future lives.

Through our PSHE work we teach resilience to empower pupils to recognise and value the full diversity of the world they live in and to embrace individual choices. This provides pupils with the self-belief and confidence to identify discrimination, to make a stand against bullying and derogatory behaviour.

# How does the PSHE curriculum take account of the needs of all pupils, including your most disadvantaged and SEND pupils?

- ▶ Our philosophy is that pupils are praised and their achievements celebrated in every PSHE lesson. This demands a positive relationship between teachers and pupils which, in itself, values and celebrates each individual.
- ▶ We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to show the school values of faith, hope and love.
- ▶ DEAL (Drama Engagement Active Learning) is used to create a positive ethos around drama and this is frequently used to enhance PSHE lessons. This creates an engaging experience for pupils, increases attention and retention and allows pupils to give their own personal views and perspectives on a subject. This also supports our more visual learners.
- ▶ Each lesson has a formative assessment activity or a chance for reflection that pupils complete to assess/show their understanding in that lesson. For KS1 pupils these recording sheets are called reflection questions set by an adult and for KS2 children complete written self reflections.
- ▶ To support the teacher in tracking each child, children complete a unit reflection in all year groups to show their learning.

# IMPLEMENTATION

PSHE



**nurturing potential, inspiring excellence**

- ▶ **EYFS** - In Nursery and Reception, PSHE and citizenship is taught discreetly across all areas of learning including PHSE lessons. The objectives taught are the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals. EYFS uses the Twinkl Scheme and PSHE association materials to compliment the Early Years curriculum.
- ▶ **Key Stage 1 and Key Stage 2** - At Key Stage 1 and 2, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover Health and Well-Being, Relationships and Living in the Wider World.
- ▶ Pupils are taught PSHE using 'twinkl' which is a spiral, progressive scheme of work, that 'aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world'.
- ▶ There is a strong emphasis on emotional Literacy, building resilience and nurturing mental and physical health. This includes; learning about LGBT identities, the protected characteristics and mindfulness. This allows pupils to advance their emotional awareness, value and appreciate diversity and improve concentration and focus.
- ▶ At Torkington, in addition to Relationships Education, we also teach aspects of Sex Education that is covered in our Science Curriculum. Alongside this, we teach about different kinds of relationships, including same sex relationships, and gender identity because we feel it is important that our children should have an understanding of the full diversity of the world they live in and be prepared for life in modern Britain.
- ▶ The parental community are updated about any changes to the RSE curriculum and staff are updated through regular PSHE webinars.

# What it looks like...

PSHE is taught through 12 half termly themes with each key stage sharing the 12 units over 2 years. Years 1, 3 and 5 and Years 2, 4 and 6 study the same unit at the same time (at their own level):

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	How I feel Look what I can do	Positive relationships Working together	Being safe	My body	Reach for the stars	Me in my world Super me
Reception	How I feel Look what I can do	Positive relationships Working together	Being safe	My body	Reach for the stars	Me in my world Super me
Year 1	<a href="#">KS1 TEAM</a> (Relationships)	<a href="#">KS1 Think Positive</a> (Health and Wellbeing)	<a href="#">KS1 Diverse Britain</a> (Living in the Wider World)	<a href="#">KS1 Be Yourself</a> (Relationships)	<a href="#">KS1 It's My Body</a> (Health and Wellbeing)	<a href="#">KS1 Aiming High</a> (Living in the Wider World)
Year 2	<a href="#">KS1 VIPs</a> (Relationships)	<a href="#">KS1 Safety First</a> (Health and Wellbeing)	<a href="#">KS1 One World</a> (Living in the Wider World)	<a href="#">KS1 Digital Wellbeing</a> (Relationships)	<a href="#">KS1 Money Matters</a> (Living in the Wider World)	<a href="#">KS1 Growing Up</a> (Health and Wellbeing)
Year 3	<a href="#">LKS2 TEAM</a> (Relationships)	<a href="#">LKS2 Think Positive</a> (Health and Wellbeing)	<a href="#">LKS2 Diverse Britain</a> (Living in the Wider World)	<a href="#">LKS2 Be Yourself</a> (Relationships)	<a href="#">LKS2 It's My Body</a> (Health and Wellbeing)	<a href="#">LKS2 Aiming High</a> (Living in the Wider World)
Year 4	<a href="#">LKS2 VIPs</a> (Relationships)	<a href="#">LKS2 Safety First</a> (Health and Wellbeing)	<a href="#">LKS2 One World</a> (Living in the Wider World)	<a href="#">LKS2 Digital Wellbeing</a> (Relationships)	<a href="#">LKS2 Money Matters</a> (Living in the Wider World)	<a href="#">LKS2 Growing Up</a> (Health and Wellbeing)
Year 5	<a href="#">UKS2 TEAM</a> (Relationships)	<a href="#">UKS2 Think Positive</a> (Health and Wellbeing)	<a href="#">UKS2 Diverse Britain</a> (Living in the Wider World)	<a href="#">UKS2 Be Yourself</a> (Relationships)	<a href="#">UKS2 It's My Body</a> (Health and Wellbeing)	<a href="#">UKS2 Aiming High</a> (Living in the Wider World)
Year 6	<a href="#">UKS2 VIPs</a> (Relationships)	<a href="#">UKS2 Safety First</a> (Health and Wellbeing)	<a href="#">UKS2 One World</a> (Living in the Wider World)	<a href="#">UKS2 Digital Wellbeing</a> (Relationships)	<a href="#">UKS2 Money Matters</a> (Living in the Wider World)	<a href="#">UKS2 Growing Up</a> (Health and Wellbeing)

- ▶ It also identifies links to British Values, SMSC and the 9 protected characteristics and is taught in such a way as to reflect the overall aims, values, and ethos of the school.

# EYFS

- ▶ PSHE in the early years is taught through a variety of adult led and child initiated activities. All activities and play based learning opportunities are guided by the interests of the individuals in the class. PSHE forms the basic structure of the EYFS with numerous opportunities for the children to develop within each of the strands.
- ▶ The most relevant areas are Communication and language, Personal Social and Emotional development, Physical Development and Understanding the World. Through PSHE, children in the EYFS will:
  - Learn to form positive relationships in a setting that supports mutual respect and understanding and that celebrates and acknowledges differences.
  - Work with adults as guides and role models to develop anti-discriminatory attitudes.
  - Be encouraged to gain a knowledge and understanding of their own culture and community to help them develop a sense of belonging and a strong self-image.
  - Use role play is used to explore their own culture and appreciate the similarities and differences in those of others.
  - Be encouraged to have a positive self image and high self esteem and to have the confidence to make the most of opportunities
  - Communicate effectively and explore the world around them.
  - Learn about different kinds of relationships
  - Think about and practise ways of solving problems to help them feel capable of responding to challenges.

EYFS are also following the 'Think Equal' curriculum. Think Equal is a programme designed to teach social and emotional learning to the Early years. It Consists of 24 narrative books and accompanying activities which are designed to focus attention to breath, body and trauma informed teaching. The books and activities cover themes of self confidence, self esteem, celebration of diversity, self awareness, self regulation, communication skills, creativity, kindness, collaboration, moral and ethical values, self control, goal setting, relationship building, critical thinking, gender equality, resilience, perspective taking, empathy, being an advocate for others, environmental awareness, problem solving, mindfulness, peaceful conflict resolution, global citizenship, emotional literacy and inclusion.

# EYFS

EYFS are also following the 'Think Equal' curriculum. Think Equal is a programme designed to teach social and emotional learning to the Early years. It Consists of 24 narrative books and accompanying activities which are designed to focus attention to breath, body and trauma informed teaching. The books and activities cover themes of self confidence, self esteem, celebration of diversity, self awareness, self regulation, communication skills, creativity, kindness, collaboration, moral and ethical values, self control, goal setting, relationship building, critical thinking, gender equality, resilience, perspective taking, empathy, being an advocate for others, environmental awareness, problem solving, mindfulness, peaceful conflict resolution, global citizenship, emotional literacy and inclusion.

# Weekly Celebrations

- ▶ The weekly celebration is the same for each year group. These are designed to draw out a behaviour/attitude from each week and reinforce its application; in turn, this ensures the Jigsaw learning is translated into positive behaviour and attitudes and is not confined to the lesson slot on the timetable.
- ▶ To help ignite enthusiasm, we have a weekly celebration assemblies.

A template for a 'PSHE Star of the Week' certificate. The certificate is framed in purple and features a large yellow starburst in the center. The text 'PSHE Star of the Week' is written above the starburst, followed by 'Awarded to: \_\_\_\_\_'. At the bottom, there are fields for 'Date: \_\_\_\_\_' and 'Signed: \_\_\_\_\_'. The top left corner has the 'Jigsaw' logo, and the top right corner has a tree icon and several stars of different sizes.

# The Wider Curriculum

- ▶ PSHE, including SMSC and BV, is an integral part of the whole school curriculum, and is the foundation for our learning behaviours.
- ▶ We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to show the school values of faith, hope and love.
- ▶ Assemblies are linked to PSHE, British Values and SMSC and cover any additional sessions that would benefit the whole school.
- ▶ PSHE, BV, SMSC and LGBT displays throughout school reinforce the PSHE curriculum enabling children to make links.
- ▶ DEAL (Drama Engagement Active Learning) is used to create a positive ethos around drama and how drama can enrich teaching.

# Growth Mindset

- ▶ Alongside our work and to embed a greater understanding, we have include a Growth Mindset ethos and have carried out projects and activities to support learning. The project includes;
- ▶ Making effective changes to the way that we communicate with our children, developing their inner voice and building resilience.
- ▶ Using empathy and empowerment strategies to promote positive behaviour in the classroom.
- ▶ We believe that focusing on developing a 'Growth Mindset' approach in our children will help them to build resilience, independence and confidence; embrace challenge; foster a love of learning; and increase their level of happiness.
- ▶ We do this through the language we use in class, praising children for their efforts, and using language to encourage children to change their way of thinking. This supports both our school and PSHE aims and values.

# Rainbow Flag Award

We pride ourselves in being an inclusive school that fully supports and promotes diversity.

All staff took part in a training day, delivered by the Proud Trust and our Jigsaw PSHE scheme of work was linked to the updated protected characteristics. Training has continued through PSHE webinars and staff insets.

We invested in appropriate LGBT resources which have been extremely effective in improving our children's understanding on the subject of LGBT inclusion. Staff use these materials to embed LGBT inclusive education across the school.

Our work is co-ordinated by our Protected Rights pupil led Council, which consists of 13 of our junior children. Our work is shared with the parental community through class dojo and half termly newsletters.

Resources are mainly provided by the Proud Trust, Manchester and are accessible to all members of staff.



# IMPACT

## PSHE



**nurturing potential, inspiring excellence**

# Impact

- ▶ be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life
- ▶ be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- ▶ appreciate difference and diversity
- ▶ recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- ▶ be able to understand and manage their emotions
- ▶ be able to look after their mental health and well-being
- ▶ be able to develop positive, healthy relationship with their peers both now and in the future.
- ▶ understand the physical aspects involved in RSE at an age appropriate level
- ▶ have respect for themselves and others.
- ▶ have a positive self esteem

# Assessment

- ▶ Teachers are eager to ensure children are making progress with their learning throughout their PSHE learning.
- ▶ Therefore, each lesson has a formative assessment reflection activity that children can use to show their understanding in that lesson. For KS1 pupils these recording sheets are called reflection questions set by an adult and for KS2 children complete written self reflections.
- ▶ Children then reflect on their learning for that term in the last session. KS1 complete a written reflection and KS2 show their learning in a mindmap.
- ▶ This approach supports teachers to make a summative assessment based on the whole topic collating children's learning over the six sessions.