



Edward Feild Primary School



PERSONAL, SOCIAL & HEALTH EDUCATION in a Nutshell

RESEARCH	The PSHE Association says that effective PSHE results in pupils being “healthy, safe and prepared for life and work in modern Britain”. The evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success.
VISION	It is our aim that our pupils should be enabled to be healthy, sociable, and emotionally literate. Our curriculum covers the following themes: Personal, Social and Health Education, British Values, Sex and Relationships Education, Growth Mindset and Enterprise. Our vision is to provide an opportunity to learn and enhance skills such as perseverance, conflict resolution, emotional intelligence, self-management, self-respect, teamwork, locus of control, time and stress management. Our PSHE programme of study aims to equip our pupils with the knowledge, understanding, skills and strategies required to become healthy, independent and responsible members of society.
CURRICULUM	<p>We use the Dimensions PSHE scheme which has the following core strands: Health and Well Being, Relationships and Living in the Wider World. Throughout our PHSE curriculum, we ensure our teaching is coherent and cohesive throughout school from Reception to Year 6. It is a high-quality, inspiring curriculum with excellent enrichment experiences to enable pupils to develop essential life skills. It is designed to be taught with a spiral approach, ensuring themes can be revisited and pupils can recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at depth that is appropriate for the age and stage of their education.</p> <p>Our wider curriculum reflects and celebrates the community in which we are based, with PSHE running through school life. This includes, but is not limited to, national initiatives such as Anti-Bullying Week, Safer</p>

	<p>Internet Day as well as the diverse cultural and religious celebrations celebrated within and beyond our school.</p> <p>The PSHE curriculum, in common with all subjects at Edward Feild, is not restricted to discrete teaching slots but can be and should be explored throughout the wider curriculum. Issues relating to PSHE can be planned for or naturally arise throughout the curriculum and as part of the school day.</p> <p>PSHE and the Relationships and Sex Education aspects of the curriculum are explored and shared with parents and carers as part of our curriculum development and to address any concerns parents may have.</p> <p>To support children in recognising their emotions and enabling them to regulate, we use the Zones of Regulation. A display will be found in all classrooms to help them to communicate how they feel and support with strategies to regulate their feelings.</p>
<p>IMPLEMENTATION</p>	<ul style="list-style-type: none"> • All our PHSE lessons include supporting materials, including building a rich bank of vocabulary. • PSHE is taught by class teachers in whole class sessions and incorporates a range of materials such as case studies or hypothetical scenarios. It involves teacher led discussion, responses to different scenarios, role play, art and written work. Photographs and captions may also be used to capture children’s learning. • As a school, we plan to help children develop their literacy, and oracy. Key questions for discussion should be on display. In addition, children are taught and share specific vocabulary for clarity and to explore a greater range and precision of discussion. In common with other subjects, we ask children to develop their reasoning through justifying opinions or giving reasons why they have a different point of view. • Whole school assemblies and key stage assemblies covering subjects from anti bullying to internet safety allows pupils to engage across the curriculum while creating an environment, through the school ethos, which fosters good relationships and well-being for pupils and teachers alike. • The importance of pupil voice can be seen across the school. An active School Council allows children an opportunity for their voices to be heard. The children are given opportunities to take ownership of fundraisers, extra curriculum activities, school development projects and the development of curriculum programmes.

	<ul style="list-style-type: none"> • Regular visits from outside agencies such as police, school nurse, fire safety and NSPCC help children keep themselves safe. • Pastoral support is available to all teachers, children, and parents with a dedicated member of staff on hand to offer advice and support. Eddie’s is a dedicated area of the school that all pupils are aware of and can call upon if needed. The pastoral support offers parenting classes, family links, liaison with outer agencies, lunchtime support for pupils. • An emotional literacy support assistant is also available for those pupils that teachers identify as needing extra support and runs several programmes- Spirals, Teddy Talk Time, Zones of Regulation to assist pupils’ emotional development.
<p style="text-align: center;">LEARNING ENVIRONMENT & RESOURCES</p>	<p>PSHE is out of necessity taught in an environment of trust and listening. Classes have established ground rules to enable children to feel that they can share their thoughts and feelings in a safe community. However, staff are still duty bound by their safeguarding responsibility which overrides any class agreement or discussion.</p> <p>Staff are encouraged to use interactive resources, role play, discussion, hypothetical scenarios and creative responses. The Dimensions scheme of work seeks to encourage the use of creative responses and uses interactive teaching materials, video clips and role play scenarios.</p> <p>The learning environment should celebrate PSHE and encourage children to have a growth mindset. Displays should include key vocabulary and themes that have been explored as a class.</p> <p>PSHE can also take precedence in the timetable, such as when exploring a particular issue raised through a class story or as part of the topic. Themed weeks may also be held, such as during Black History Month, Anti-Bullying Week or through a class enterprise activity.</p>
<p style="text-align: center;">ASSESSMENT</p>	<p>Key questioning – As part of the the personal development curriculum, children are asked to respond to key questions. Within this, they are expected to use specific vocabulary and provide reasons for their responses. Most learning will not be assessed <i>per se</i> as the PSHE curriculum is about developing personal responses to key issues.</p>

	<p>Summative assessments - reflecting developing of personal thinking, contributions to discussion and engagement with learning.</p>
<p>FEEDBACK</p>	<p>Verbal feedback by teachers - Thoughts, ideas and contrary points of view may be reflected at the children to help them develop their thinking. In addition, children may be asked to develop their ideas, justify opinions, or explain their ideas further. In common with our school assessment policy, feedback should be “in the moment” where appropriate. This can include encouraging children to think deeper or to clarify/refine their ideas.</p> <p>Verbal feedback by pupils - As part of discussion and developing oracy, children may respond to what others have said and express a range of opinions.</p>
<p>IMPACT</p>	<p>Children will achieve their academic potential and develop the knowledge, skills and attributes they need to manage their lives, now and in the future.</p> <p>Children will be able to distinguish right from wrong and respect the civil and criminal law of England.</p> <p>Children will take responsibility for their behaviour and understand how they can contribute positively to society.</p> <p>The Dimensions programme of study provides our school with an effective framework for pupils’ wellbeing. Pupils are enabled to develop their vocabulary, confidence and resilience to clearly articulate their thoughts and feelings. The curriculum actively supports our school’s priorities in physical and mental health, providing pupils with the skills to evaluate their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.</p>