

# PSHE

# Rationale

## Lister Infant PSHE Rationale

### “Respect for all, Learners for Life”

Our school motto is the motivation behind our school and what makes our school curriculum unique. It is our core belief that entwines and leads the curriculum at our school.

#### **Vision**

To create a safe, happy, caring and inclusive school where children, staff, parents and visitors feel valued, are encouraged to succeed, are treated with respect, love learning and actively work together to be the best they can be.

#### **Intent**

At Lister Infant School we intend to develop children’s knowledge, skills and attributes needed now and in the future. The PSHE education programme will support children to thrive in a time of rapid change with new and unpredictable opportunities and challenges constantly emerging. We are now a connected world and we intend to explore this in the context of both on and offline.

Our curriculum is accessible to all and will maximise the outcomes for every child so that they know more, remember more and understand more. As a result, these skills and attributes will help the children stay healthy, safe and become responsible members of a society.

We intend that our curriculum provides opportunities for children to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of Lister Infant school. In doing so, the children learn to recognise their own worth, have a sense of purpose, value self and others, form relationships, make and act on informed decisions, communicate effectively, respond to challenge, be an active partner in their own learning, be active citizens within the local community, explore issues related to living in a democratic society, become healthy and fulfilled individuals and become increasingly responsible for their own learning.

We intend to create opportunities for children reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences, so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. The programme that we follow is adapted to suit the needs of the children within the school. We intend to create hands on experiences and debates to get the children really involved within their learning.

#### **Key drivers:**

- To provide an exciting and engaging PSHE curriculum that is accessible to all pupils.
- To provide a whole-school approach, ensuring there is breadth, depth in teaching and

progression learning across the PSHE curriculum

- To have high expectations of all our pupils by providing challenge.
- To encourage our children to persevere and aspire to be their best.
- To expose our children to a multitude of enrichment through trips, visitors, enhancements, themed weeks and days to inspire our children and switch them on to learning and achieving.

## **Implementation**

PSHE is not a one off lesson, it is incorporated through an overarching programme which is mapped out in our broad balanced curriculum. We tailor our curriculum to the school needs and we evolve the content of PSHE with the times, social impact and local health results.

Whole school policies are implemented and shared with children, parents and all staff so everyone is aware of the school drive and ethos; 'Respect for all, learners for life'. The children are also aware that 'manners matter' at Lister and it is expected behaviour. Each half term there is a different school value focus (which can be seen on PSHE map). If the children are seen exemplifying these values, certificates are rewarded in school assemblies.

Lister Infants implement a positive behaviour policy using a three step mantra; Be safe, Be Respectful, Be Involved. Each classroom displays this class charter and the children are regularly encouraged to talk about how they can be safe/respectful/involved in different contexts. Lister expects high standards of behaviour at all times.

A whole school PSHE scheme called Jigsaw is implemented, ensuring consistency across the school. Each half term there is a new unit which is introduced in whole school assemblies. Teachers then deliver a sequential weekly PSHE lesson where learning is evidenced in class floor books which are available for all to share, re-visit, revise and celebrate previous learning.

In addition to this, PSHE complements several national curriculum subjects which have been highlighted on the PSHE curriculum map to ensure content is not duplicated and prior knowledge is built upon and progressed.

Above and beyond the two hours coverage of PE curriculum time, physical activity is an integral part of everyday activities ranging from the daily mile, playground grounds to additional PE slots with our sports coaches.

Lister Infants considers physical and mental health interlinked and that good physical health contributes to good mental wellbeing and vice versa. Yoga, which is timetabled into the PE curriculum, has physical and mental benefits. The children are taught the holistic aspects of a healthy person including physical and emotional health enabling them to make informed choices. These aspects are continually revised and embedded so children implement them automatically.

We enhance the curriculum with specialist day(s), visits and visitors from a range of positive role models from our local community (which can be seen mapped out in the PSHE content coverage). The children are encouraged to be part of our risk assessment and talk about the related key safety points.

The knowledge, skills and attributes are progressive within any particular year group and across the age phase. This ensures knowledge, understanding and skills are deepened and challenge is embedded.

## PSHE curriculum

Some aspects of PSHE have become statutory; **Health** and **Relationships education** aspects of PSHE is compulsory (September 2020) in primary schools. It states schools should ensure every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health and learning about safe, healthy relationships.

There are other aspects of PSHE which are not mandatory '*living in the wider world*' which is incorporated into our broad and balanced curriculum.

At Lister we teach the fundamental building blocks (*see below*) in an age appropriate way using appropriate vocabulary and contexts to enable children to understand the importance of staying healthy and happy, safe and enabling them to make informed choices.

- **Relationships education** (including on/offline)
  - families and people who care for me
  - Caring Friendships
  - Respectful relationships
  - On line relationships
- **Health and well-being education**
  - Physical health and fitness
  - Healthy eating
  - Mental health and well being
  - Internet safety and harms
  - Use of medicines
  - Basic first aid
- *Living in the wider world*
  - Rights and responsibilities
  - Belonging to different groups
  - Respect for all
  - Positive relationships – people who work in our community & who to contact for help.
  - Environmental awareness
  - Financial education (economic well-being)

At Lister Infants we offer a broad range of extra-curricular opportunities to enhance learning and enjoyment by providing a range of clubs lead by staff and specialist coaches. Clubs vary throughout the year and are led by pupil voice. We aim to provide a wealth of opportunities to appeal to different interests of our pupils. (Please see extracurricular clubs list).

Weekly celebration assemblies give recognition to the children's success of that week. In addition to this half-termly achievement cards are posted to parents to share their child's particular success.

Each class performs a celebratory assembly to parents and school peers exemplifying cross curricular learning achieved that half term including PSHE learning.

A school council team has been implemented enabling the children to share their opinions, explain their views in different contexts e.g. one to one, small groups, whole class, specialist visitors. Lister recognises

the children's opinions and children's choices are reflected in decisions in school (e.g. school menu's, new playground or classroom equipment)

As part of economic education the children are encouraged to take part in a 'lifesavings scheme' which they can regularly add money into. A variety of charity events throughout the year raise money in order to help others. Class maths ambassadors collect the weekly biscuit money, count and share amounts raised for the school. In addition to this, the maths curriculum, cross curricular subjects and child initiated areas use real life money contexts to help raise awareness that money comes from different sources and can be used for different purposes (spending and saving)

When implementing other aspects of PSHE (living in the wider world) a whole school environmental day is dedicated to learning about aspects of UNICEF, in that every child has the right to grow up in a safe and inclusive environment. At Lister, the children become more aware of how they can help which will have a positive effect not only at a local level, but on a larger scale - e.g. pollution, recycling, climate change.

Lister Infants use PSHE initiatives to help children with emotional or behavioural needs. These sessions are led by our trained mental health leader where the children enjoy small group sessions. The sunbeams programme supports bereavement whereas the Roar programme supports family or behavioural issues. Lister responds to all specific needs, for example small social skills play groups are organised to develop our young children's ability to share and communicate respectfully with their peers.

### **Inclusion**

Our school is an inclusive school and in each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties. Our school recognises that children, with these different needs, benefit from an adapted lesson to allow all children to be successful and access activities at a level appropriate to their skills and needs. Resources are used to cater to the needs of individuals and support provided by staff as necessary. Any pupils with special educational needs are identified and teachers ensure lessons are catered to suit to every pupil's needs through adapting tasks, using resources and staff as necessary. We want all our pupils to apply what they know with increasing fluency and independence.

### **Family links**

Parents have a considerable contribution to make to a child's success in school. They are strongly encouraged to be fully involved in their child's education. Parents are invited to review their children's school books during open afternoons and parent evenings, to support their child in responding to their teacher's feedback. Parent comments are added to topic books to share their view on progress, enjoyment and attainment. Lister Infants shares learning through Twitter and the school website which is a great way for our families to access what the children are experiencing in the classroom and to continue that learning at home.

## **Impact**

PSHE education can improve the physical and mental health and 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, consequently is given high priority at Lister Infants.

Lister takes a whole school approach to health and well-being as we know is linked to pupils' readiness to learn.

We ensure all staff receive CPD in order to provide the highest quality of education to our pupils. Staff who have attended CPD training feedback to other members of staff at staff meetings to ensure good practice is implemented by all.

Our staff are skilled in teaching PSHE and are aware of possible sensitive matters raised in lessons. Staff provide opportunities to enhance the school value skills such as respect, kindness, perseverance, honesty, resilience, courage as well as conflict resolution, team work, and stress management.

The knowledge, skills and attributes are explored, starting from the children's own experience, preparing for the wider world including environmental and relationship skills. These skills are constantly revised enabling them to know more, remember more and build on previous knowledge, skills, techniques, vocabulary and styles.

Assessment is key to driving pupil learning forwards and to ensure we cater to every child's needs by identifying the next steps in their learning journey. Feedback contributes to every child achieving the progress and attainment they are capable of.

During the Foundation Stage and KS1 teachers complete ongoing informal assessment to support each child's learning and development and identify the next steps in their learning. Opportunities include teacher observation, questioning, child discussions and marking and oral feedback against the learning objective and assessment criteria for the lesson. Teachers share these next steps with pupils to support children in moving their learning on.

In Key stage 1, the children are assessed formally by their class teacher at the end of each unit, the data is logged onto the school system mid-year and end of the year and it is used by the PSHE leader, Assessment Coordinator and Senior Management team who track pupil progress

Children not meeting the expected levels are targeted and will receive additional support through extra initiatives, precision teaching or continuous provision support to strive towards meeting the expected levels.

At the end of each year, teachers complete summative assessments against EYFS and National Curriculum level descriptors. Teachers must make a judgement as to whether the child's learning and development is best described by:

- the description of the level of development expected at the end of the year (expected);
- not yet at the level of development expected at the end of the year (emerging);
- or beyond the level of development expected at the end of the year (exceeding).

(See assessment policy for further details)

The school implements a subject monitoring, review and evaluation which includes:

- Floor book scrutiny
- Pupil Voice
- Learning walks
- SMSC tracker

The SMSC tracker is an online system which exemplifies a visual map of SMSC and British values achieved in our school. All staff add entries onto the system as well as the PSHE lead contributing to whole school achievements. This system not only highlights good practice but also identifies any gaps in the curriculum which is a useful tool for development targets in PSHE.

The coordinator feeds back to the Senior Leadership Team twice a year by completing a report which monitors data for all children including specific groups. As a result of analysing data, actions are shared with staff and monitored by the co-ordinator.

At the end of each year, a subject action plan is devised, monitored throughout the year and reviewed at the end of the following year.