

Roundhill Primary School

Personal, Social, Health & Relationships Education 2021



Intent	Implementation	Impact
Our school places PSHE at the centre of all that we do. We want all our children to thrive in a time of rapid change, with new and unpredictable opportunities that are constantly emerging. Through our ethos, environment and a wide range of experiences we promote self esteem and emotional well-being, and help children to form and maintain worthwhile and respectful relationships, at home, at school and in the wider community. We create an emotionally safe and supportive learning environment by establishing clear and respectful ground rules (Appendix 1). Key needs of the children are identified through the SHEU survey and pupil conferencing. These are reflected in our curriculum content. We ensure that where pupils indicate that they may be vulnerable or at risk, they get appropriate support following the procedures and guidance in our safeguarding policy. To ensure that all children can fully access PSHE education which meets their needs, careful consideration will be given to the level of differentiation needed. Planning will take into account the age, ability, readiness and cultural backgrounds of children. We ensure that, where appropriate, content or delivery is adapted for pupils with SEND and may include additional THRIVE activities. In the EYFS, PSHE (PSED) is a prime area of the curriculum. It supports all other areas of learning and supports children in developing the Characteristics of Effective learning. EYFS practitioners use Development Matters to support planning for PSED. Our school uses SCARF. This provides us with the building blocks that enable us to deliver a planned and progressive PSH&RE and well-being programme throughout the school. The 'Growth Mindset' approach promotes positive behaviour, mental health, wellbeing, resilience and achievement. It ensures that teachers have everything they need to meet the new Relationships Education and Health Education statutory requirements, SMSC and to promote British Values. SCARF supports great learning every day.	Our PSH&RE scheme of work is a 'spiral curriculum planned around core themes of: Me and my relationships, Valuing difference, Keeping myself safe, Rights and responsibilities, Being my best, Growing and changing. These themes are introduced at the beginning of each term with a SCARF Assembly. Learning builds for pupils as they move through the school, gradually expanding and deepening their knowledge, skills, and attributes. This ensures that learning in PSHE education is not delivered as a one-off experience. Children will be actively engaged in their learning, with opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. Teachers follow the suggested half termly units and assessments These are usually delivered within discrete lessons. The number and length of sessions are adjusted according to the pupils' needs. Where appropriate, links are made across the curriculum and to Curious City enquiries. Working with external organisations can enhance delivery of PSHE, bringing in specialist knowledge and different ways of engaging with young people. Visitor credentials will be checked and we will ensure that teaching fits with our planned programme and policy. <i>"Assessment in PSHE education should not be about levels or grades, passing or failing. The model of assessment that is most meaningful is ipsative assessment. This compares the pupil's results against his or her previous results in a similar way to an athlete measuring today's performance against their previous performance. So the benchmark against which progress is measured is the pupil's own starting point; not the performance of others or the requirements of an exam syllabus." PSHE Association's Guidance to Assessment for Learning and Progression</i> Teachers can choose 1 of 3 strands of assessment to best show progress through a unit: SCARF Progress; SCARF Success; Wearing my SCARF. In EYFS teaching and learning is through discrete lessons planned and 'in the moment' teaching indoors and outdoors during Enquiry Time to support the development of skills, knowledge and understanding. Observations and assessments take in to account Characteristics of Effective Learning and Leuven Scales of Well-being and Involvement. These are used to inform tracking of children's progress towards the Early Learning Goals for Personal and Social Development.	As a result of our PSHE programme of learning, children will have received a comprehensive, balanced and relevant body of factual information to inform their present and future choices. They gain increased independence in making decisions and improve their ability to communicate their own opinions and understand those of others. Our children are confident, resilient individuals who... • build their confidence, resilience and self esteem. • are able to identify and manage risks, make informed choices and understand what influences their decisions • understand that they have a right to recognise, accept and shape their identities • understand and accommodate difference and change • recognise, understand and manage emotions • understand that they have a responsibility explore, clarify and if necessary, challenge their own and others values, attitudes, beliefs, rights and responsibilities • develop the knowledge, understanding, skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives. Evidence of progress in PSHE is demonstrated through the ipsative assessment process. This compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). Through personal reflection children judge whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. This can be evidenced in a range of ways. Children not making the expected progress are identified and further support is given through Nurture and THRIVE. Parents have the right to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum. The headteacher will discuss this with parents on an individual basis.

Appendix 1

Climate setting and ground rules

A safe learning environment helps pupils to share feelings, explore values and attitudes, express opinions and consider those of others, without attracting negative feedback. As well as encouraging more open discussion, it also helps to ensure that teachers are not anxious about unexpected disclosures or comments and that pupils are not put on the spot, upset or traumatised. Ground rules are established at the beginning of a lesson and referred back to as necessary.

- Openness: We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.
- Keep the conversation in the room: We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.
- Non-judgmental approach: It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.
- Right to pass: Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.
- Make no assumptions: We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.
- Using appropriate language: We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.
- Asking questions: We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.
- Seeking help and advice: If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.

Follow up opportunities are provided in the form of worry boxes, sign posting to an appropriate adult to talk to, assemblies and informal discussion.