

# PSHE at Chesterfield



PSHE education is central to the Chesterfield ethos, supporting children in their development and underpinning learning in the classroom, school and in the wider community. We believe that values are fundamental in underpinning our beliefs and actions in all areas of our lives. The Chesterfield values of Respect, Responsibility and Resilience are at the heart of everything we do. We aim to provide children with a strong PSHE education, alongside the school values and British values, where all children are enabled to become successful learners, achieve their full potential and are ready for their next steps in life.

Our goal for PSHE education is that children know how to be safe, healthy and emotionally regulated, so they can manage their future lives in a positive way, by developing:

- an understanding of how to look after their physical and mental health and well-being;
- the ability to build healthy, respectful relationships based on equality and non-discrimination; and
- the personal, social and academic attributes needed to make a meaningful contribution to society.

Our curriculum drivers of communication, oracy, reading, aspirations and inclusion for all shape every aspect of PSHE, are embedded in teaching and learning and develop the child as a whole.

## What do we want our children to learn?

*By the end of their primary education our children will:*

- Have high levels of confidence, resilience and self esteem.
- Have an understanding of how to develop and maintain positive relationships including when online.
- Have an understanding how they are developing personally, emotionally, physically and socially.
- Have the vocabulary to express and articulate how they are feeling.
- Have an understanding of the moral, social and cultural issues they may face as they grow into respectful citizens.
- Have an understanding of mental and physical wellbeing and how these impact on each other.
- Have developing strategies to maintain their mental and physical well-being.
- Be aspirational and ready for the next steps in life.
- Develop their capacity to be respectful, active and effective future citizens who contribute positively to society.
- Learn from other cultures, respect diversity, co-operate with one another and appreciate what they have.
- Be able to demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of law and Individual Liberty.

## How is PSHE implemented in the EYFS?

- For children in the EYFS PSHE comes under the Personal, Social and Emotional Development of the curriculum.
- PSED is a prime area and is taught through adult led activities and child led activities.
- Teachers follow the needs of the cohort and of individual children.
- Adult led lessons and circle times teach skills and understanding and also address the needs of the individual cohort.
- Teachers facilitate PSED through their interactions during child-led activities.
- Children are taught to identify and understand emotions in themselves and others and how to express them in words.
- Teachers build a warm relationship with the children in order for them to gain in confidence and independence.
- In the EYFS, children are assessed through observations and Target tracker.

## How do we implement our PSHE curriculum:

- We have designed a PSHE curriculum that echoes the Chesterfield vision and values.
- There is a focus on six key concepts: **Being Me, Celebrating Differences, Digital Me, Changing Me, Healthy Me, and The World and Me.** Relationship and Health Education is taught through each concept.
- Our PSHE curriculum provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.
- Our PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase.
- Children follow a learning journey during each PSHE unit. Each unit starts with an enquiry question, that the children work towards being able to answer this question, giving their learning purpose.
- Children investigate and communicate their findings to the question using a variety of media: through English, drama, art and ICT.
- Children reflect weekly in their Learning Journals where they record the skills they have learnt, moments they are proud of as well as aspects of their work they have identified in which they can improve.
- Relevant vocab is explicitly taught and children are encouraged to use this vocab throughout their learning.
- Oracy is a fundamental aspect of these lessons. Children are encouraged to listen actively and respond appropriately, express their thoughts and opinions confidently and given the space to seek information and clarification through their own questioning.

Our enrichment opportunities include:

- Mental Health Awareness Week
- Well-being Week
- Anti-Bullying week
- Safer Internet Day
- Children in Need
- Weekly SMSC assemblies
- Residential trips and day trips
- Social and fund raising events
- Enterprise Projects
- Leadership opportunities, for example School Council and PE ambassadors

<p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>• The PSHE curriculum maps show the units to be covered each term.</li> <li>• Planned opportunities should be provided for children to use art and design, music, dance and drama to develop their creative talents and imagination.</li> <li>• Teachers have access to the ELT medium term plans, however teachers are not limited to this and are able to respond to the needs of their cohort.</li> <li>• The Christopher Winter Project provides support during the teaching of RSE and the teaching of drugs and alcohol education.</li> <li>• Consideration is given to how greater depth will be challenged within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Differentiation and challenge is evident and planned for in every lesson.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Children receive a PSHE lesson every week.</li> <li>• Flexible groupings are used during lessons e.g. ability and mixed ability groups, paired work, guided and independent work and whole class work.</li> <li>• Opportunities to develop speaking and listening should be exploited through PSHE lessons.</li> <li>• A range of resources should be used to enhance learning including: pictures, videos and information texts.</li> <li>• Relevant vocabulary must be explicitly taught, evident in the classroom and used in discussion and reasoning.</li> <li>• PSHE is often taught with active learning techniques i.e. continuums, drama, using puppets, stories, circle time, debates etc.</li> <li>• Ground rules should always be established within the PSHE lesson.</li> </ul>
<p><b>Assessment and feedback:</b></p> <p>Assessment for learning is continuous throughout the planning, teaching and learning cycle.</p> <p>Assessment is supported by use of the following strategies:</p> <ul style="list-style-type: none"> <li>• Teachers use the outcomes in children's work and discussions to inform assessment and progress.</li> <li>• Effective feedback, which has caused thinking to take place.</li> <li>• Response tasks to ensure retrieval of previously learnt material or skills.</li> <li>• Children will start each unit with a pre- assessment task that will indicate what the children already know and understand and to inform learning throughout the unit. This then forms the template for the post- assessment task to assess learning and understanding.</li> </ul> <p><b>Feedback:</b></p> <ul style="list-style-type: none"> <li>• All work will be looked at and assessed before the next lesson.</li> <li>• Children to self/peer assess all aspects of their work.</li> <li>• Key vocabulary for PSHE to be corrected in green pen alongside common exception words for that year group.</li> <li>• Response tasks to be evident in at least 3 lessons that apply, reason or extend learning. There will be a variety of pitched questions, which the children will independently choose to complete. Children to indicate this with 'RT'.</li> <li>• Teachers should conference with each child in PSHE to address misconceptions or to extend the children's learning, providing challenge. Children to indicate this with 'PC'. This should be done at least once per topic but all misconceptions should be addressed throughout.</li> </ul>	<p><b>How do we evaluate learning in PSHE?</b></p> <ul style="list-style-type: none"> <li>• The impact of our PSHE curriculum can be found in children's written work and the quality of discussions that they have.</li> <li>• Children demonstrate their growing knowledge and understanding of how to develop and maintain positive relationships.</li> <li>• Over time, children demonstrate their deepening understanding of how to stay healthy, mentally and physically and how these impact on each other</li> <li>• The impact of our PSHE curriculum can also be found in our children's deep respect for one another and their attitude towards others.</li> <li>• Children will be ready for their next steps in life.</li> <li>• Children will be able to articulate at their level and apply the British Values.</li> </ul> <p>The Deputy Head and the PSHE subject leader monitor the impact of the PSHE curriculum using a variety of strategies.</p> <ul style="list-style-type: none"> <li>- Scrutiny of PSHE books</li> <li>- Pupil voice</li> <li>- Learning walks</li> <li>- Review and discussion of the action plan</li> </ul> <p>All of this information is gathered and reviewed to inform further curriculum developments and provisions.</p>