

## **PSHE**

“PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.”

(PSHE Association, 2020)

### **Intent**

The aim of PSHE at Bilton is to help children acquire and develop knowledge and understanding of the world around them in order to help them develop as young citizens. Three main areas of PSHE will be taught to enable this to happen:

Relationships; Health and Wellbeing; and Living in the Wider World.

In an ever-changing world, it is important that pupils are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

PSHE is taught throughout the school in such a way as to reflect the overall aims, values, and ethos of the school.

At Bilton, PSHE plays a role in promoting the spiritual, moral, social, and cultural development of our children.

PSHE is covered on a two-year programme, allowing there to be more depth in each area. As the children move through school, their learning will build upon their knowledge from the previous years.

By the end of their time at Bilton, children will have developed fluency in their understanding of themselves and others and will know how to support their future and become a successful member of society.

The PSHE curriculum at Bilton Grange is also deeply rooted in our Curriculum Drivers -  
The '4 C's':

**Bilton Grange Curriculum Drivers: how will we include these in our learning challenge?**

Collaboration

We would like our children to be effective, competent and empowered learners who respect one another and themselves; to actively engage in the life of the school, think creatively, work collaboratively; evaluating and organising themselves and others.

Communication

We would like our children to develop strong skills in dialogic talk to stimulate and extend their thinking, and advance their learning and understanding, so they become empowered for lifelong learning and active citizenship.

Creative Arts

We would like our children to develop a range of artistic and cultural skills by giving rich opportunities in music, art and design, dance, drama and creative writing.

Community

We would like our children to leave Bilton Grange Primary School as active citizens of modern Britain with a good understanding of the importance of local, national and global communities and their place in it.

**Implementation**

The PSHE curriculum (which encompasses the statutory Relationships Education and Health Education) will be delivered in weekly lessons.

- Within each key stage, units of work are planned using a medium term planning template which identifies:
  - o Over-learning and pre-learning activities
  - o Details of the 'wow' starter and learning 'end point'
  - o The objectives to be taught- separated into substantive (red) and disciplinary (blue) content
  - o The essential knowledge statements to be taught in the unit
  - o The learning sequence
  - o The key vocabulary to be taught- separated into horizontal and vertical vocabulary
  - o Activities for each of the school's 4 Cs
  
- Learning is planned sequentially to enable children to build upon prior learning and to acquire new knowledge over the duration of the unit.
  
- At the beginning of each unit of work, children complete an over-learning recall activity to retrieve essential knowledge from the previous year's topic. This identifies any gaps in knowledge, enabling the teacher to provide additional support for children who have gaps in their previously acquired essential knowledge.
  
- Children complete a pre-learning activity prior to the topic being taught. This identifies the essential knowledge children already know and enables teachers to provide additional support or challenge throughout the unit for individual children.

- The essential knowledge identified in each unit provides the basis of the knowledge sentences to be shared with children. These are referred to throughout each lesson, helping children place the knowledge in the long term memory.
- Essential knowledge and vocabulary is displayed in the classroom and on learning slips in children's books.
- To deepen understanding, disciplinary knowledge enables children to interpret and reason their substantive knowledge across a range of different contexts.
- Vocabulary is split into vertical and horizontal deepening. Vertical deepening enables children to learn new vocabulary within the unit, building upon previously learnt vocabulary each year. Horizontal deepening enables children to see how the vocabulary can be used in range of different subjects and contexts.
- Within the school's 4 Cs (Communication, Collaboration, Creativity, Community) a balance of activities are provided to help support the learning of fundamental British values. They also support the provision for personal development and in enhancing children's cultural capital within the subject.
- Following each unit of work, children complete the pre-learning activity containing the essential knowledge for the unit. This occurs 2 weeks, 6 weeks and 12 weeks after the unit has been completed. Recalls provide opportunities for children to recall previous learnt knowledge and for teachers to track children's progress. During these sessions, any gaps in knowledge are discussed and children are supported in remembering this knowledge.
  - Each class has a worry box, in which the children can share any concerns, whether they arise from lessons or elsewhere.
  - The PSHE curriculum will also be enhanced through assemblies, school trips, visitors, workshops and other subjects (e.g. PE, Science, ICT and RE). A record of such enhancement will be mapped out on a 'PSHE Outside the Classroom' document that will be added to throughout the year.

## Impact

- The 2/6/12 recalls support the assessment of children. Results are added to tracking grids which, over the year, help support an end of year judgement in the subject.
- A subject monitoring week is conducted every year. This ensures that the subject leader has a clear understanding of the strengths and weaknesses of how the subject is being delivered throughout the school. This monitoring week includes:
  - o Learning walks
  - o Book scrutiny
  - o Planning scrutiny
  - o Data/assessment scrutiny
  - o Interviews with children

- From this, the strengths and AFIs for the subject are developed and communicated to all staff and governors. Any immediate actions will be put in place quickly. Medium/long term actions will be added to the School Improvement Plan.
- Work moderation within the subject is completed once a year. Teachers have the opportunity to share examples of work and check the accuracy of their teacher assessment judgements

## **Substantive and disciplinary knowledge in PSHE**

Substantive knowledge in PSHE is threaded throughout:

**Relationships:** Families and Friendships; Safe Relationships; and Respecting Ourselves and Others.

**Living in the wider world:** Belonging to a community; Media Literacy and Digital Resilience; and Money and work.

**Health and Wellbeing:** Physical and Mental Wellbeing; Growing and Changing; and Keeping Safe

**Disciplinary knowledge** in PSHE is the interpretation of themselves and how to support themselves and others through changes. They will have opportunities to make their own choices about how to do something and will be able to evaluate what they have learnt and tried and how to improve for their future.

## **Spiritual, moral, social and cultural (SMSC)**

SMSC will be threaded throughout the assemblies and formal lessons of PSHE.

**Spiritual:** PSHE will support the children to become reflective of their experiences, what they know and believe. It will support them to show an enjoyment of learning about themselves and others.

**Moral:** PSHE will support the children to recognise the difference between right and wrong and use this within their day to day lives and they will understand that actions have consequences.

**Social:** PSHE will support the children's social skills in different environments and will develop their confidence and willingness to participate in a range of things.

**Cultural** PSHE will support the children's understanding and appreciation of different cultures within school and Britain and will show a willingness to participate in different cultural opportunities.

(Based on Ofsted definition of Spiritual Moral Social and Cultural aspects of learning 2016)

## **British Values**

British values; democracy, rule of law, respect, individual liberty and tolerance will also be included within the PSHE lessons and assemblies as it is an integral part of PSHE. The British values and knowledge from PSHE will regularly be referred to within all aspects of the school day.

## **Assessment in PSHE**

The essential skills and attributes identified in PSHE are arguably the hardest aspect of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, through a combination of teacher and pupil (self and peer) assessment, it should be possible to show a building of knowledge in the different areas.

- Before each unit of work, prior-knowledge assessments (such as 'mind-mapping' or 'quick quizzes') will be used to assess what the children already know.
- Any gaps in knowledge or misconceptions will be addressed
- New learning will then take place in the unit of work
- Learning will be re-visited at 2, 6 and 12 weeks post learning.

A record of pre and post assessments will be kept by each class teacher and will inform summative teacher assessments and future planning.

*Reviewed June 2021*