Teaching PSHE and RSE at Dove Bank

Subject Statement

The Department for Education (DfE) calls PSHE education 'an important and necessary part of all pupils' education' and that 'all schools should teach PSHE, drawing on good practice'

Our PSHE and RSE education aims to develop the qualities and attributes that pupils need to thrive not only as individuals, within a family and as members of our society. It also aims to help children and young people develop the skills and enables them to deal with the real-life issues, they face as they grow up and in doing so, equips pupils to live a healthy, safe, productive, responsible, and well-balanced life. Our PSHE and RSE education contributes to their personal development, by helping pupils to build in knowledge, confidence, resilience, and self-esteem and promotes healthy wellbeing.

Subject Leader & Expert Teachers

Within school we have a wealth of experience in the teaching of PSHE and RSE. Details of staff are detailed below:

- Greer Amison has completed the Senior Mental Health Leader qualification and has knowledge of promoting mental health and well-being.
- Jess Epps is a mental health practitioner that works for the NHS. She works closely with all the children in school, their parents, and teachers. She completes referrals to the necessary groups.
- Sally Dakin is an experienced teacher who has completed trauma informed practice and restorative and relational practice within schools.
- All staff are expert teachers of PSHE and RSE and have had trauma informed practice training.

Curriculum Organisation

Personal Development

Our Nursery children are supported through their personal development, following the Development Matters document. The children are taught, through play and exploration, how to learn about their emotions. Language for these emotions is introduced during the children's learning. They explore how to form friendships and positive relationships with others, sharing, about families and the community.

Reception children are taught personal development through play and activities in Reception. They explore how to deal with emotions, form friendships, sharing, about families and the community. They are taught how to be resilient in the face of challenge. They are taught how to form positive relationships with people around them and how to manage conflict. They are taught how to speak and use the correct language about their feelings and to consider the feelings of others.

PSHE Association

In Key Stage 1 and Key Stage 2 we teach the children using the objectives from the PSHE Association. This is an evidence-based scheme of learning that has a positive impact on the children's personal development as well as their academic development.

These are taught in progressive themes across the school, including:

- Families
- Friendships
- Respecting self and others
- Safe relationships: consent, boundaries and trust
- Mental health and wellbeing
- Keeping healthy and well
- Physical activity and nutrition
- Changing and growing up
- Personal safety and first aid
- Online life and safety
- Drug education
- Economic wellbeing
- Careers education: aspirations, learning and work

(Some of these themes for each year group may have been taken out and are covered in the RSE unit- please see curriculum overview for year group specific themes).

RSE Christopher Winter

During the Summer term (or earlier if necessary), the children in KS1 and KS2 will be taught Relationships and Sex Education using the scheme from Christopher Winter. Each year group with be taught a topic over a half term.

An opt out letter will be sent to all parents of children in advance of teaching the RSE Christopher Winter units.

No Outsiders

During the first week of every half term, children from Nursery to Year 6 will be taught No Outsiders:Everybody Different, All Welcome. This scheme of work encourages cultural capital, diversity, British Values and helps to prepare them for their lives as adults. Each half term, the children will be taught about various themes using a story as a stimulus.

Within each theme, there are learning outcomes, and these are progressive. Included in these is a vocabulary progression, which is vital, for the children to talk about their PSHE and RSE development effectively.

<u>Subject Specific info</u>

PSHE and RSE should be taught in Key Stage 1 and Key Stage 2 weekly. The core theme for that half term should be taught. The medium-term plans for PSHE and RSE can be found in the shared area on Teams. This includes the vocabulary progression and the prior learning.

PSHE learning is also enhanced by Jess, the mental health practitioner, who does assemblies, workshops and training with the children, teachers, and parents.

All work should be completed in a whole class floor book. The expectations in the floor book:

- Variety of activities
- Recording every week
- Different methods of recording
- Learning objective and date
- Individual and group work contribution
- Front cover

In the Early Years, learning could be recorded on Tapestry, displays or through conversations and discussions. There should be no specific time limit for the teaching of personal development in the early years as this is one of the seven areas of daily learning. However, learning of No Outsiders and any other whole class learning should be recorded in the floor book.

Assessment

Class teachers assess the pupils in their classes, using the work completed in class, on a termly basis informally. The subject leader should assess the teacher's judgements through work in books, staff and pupil voice and informal learning walks. In the classroom foundation assessment file, the children are assessed after each theme/ topic that is taught. This is highlighted and notes made on individual children as necessary.

Vulnerable pupils, agreed upon within pupil progress meetings, are assessed at the half term point and a brief meeting to discuss provision and progress takes place.

A needs assessment for all cohorts will be part of the provision. This means that if a certain element of PSHE or RSE needs to be taught sooner or retaught, a needs assessment will be identified.

PSHE and RSE across the Curriculum

EYFS: Children learn about the concept of male and female and about young animals. In ongoing PSHE and RSE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1:

Through work in science children learn about:

- life cycles of some animals
- understand the idea of growing from young to old
- learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

In Religious Education:

- children reflect on family relationships
- different family groups and friendship

- learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved
- begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them
- learn about personal safety

Key Stage 2:

In Religious Education:

- continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship
- develop skills needed to form relationships and to respect other people's emotions and feelings
- consider how to make simple choices and exercise some basic techniques for resisting pressures.

Extra-Curricular Activities

As part of our whole school values, we have introduced and are training Kindness Ambassadors. These children have been trained by Jess. Greer has also attended these sessions so that this can be sustained for the future. These children are working throughout playtimes as 'peer mentors' for all the children.

There are children and adult led clubs to improve mental well-being, including: colouring and yoga.

Environment

As PSHE and RSE education perhaps more than any other subject, works within the real-life experiences of children, it is important to establish a safe, secure and positive learning environment. To facilitate this, we use the following teaching and learning approaches:

- Establishing clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries.
- Using clear language that avoids misunderstandings, prejudice and assumptions about children abilities, desires, background and experiences.
- Dealing with unexpected questions and comments from children sensitively.
- Building on children knowledge and experiences.
- Ensuring that learning is real, developing understanding through enquiry, group/class discussion and problem-solving.
- Providing a range of opportunities for children to learn, practise and demonstrate skills, attitudes and knowledge.
- Allowing time for children to reflect and consolidate their learning.
- Having high expectations of children's achievement and behaviour.
- Providing differentiated learning opportunities for children with to ensure inclusion for all
- Using a variety of groupings, where appropriate.

Difficult topics and conversations

Some of the themes and learning content could be seen as difficult to teach to children. It is vital that we teach our children about these themes and topics to keep them safe and for them to understand their own bodies and minds. Please seek support from Greer or Sally if you have any concerns and we will do our best to support you in your teaching,