



EUXTON PRIMROSE HILL

Primary School

"Together we will make a difference."

Subject Leader Report – PSHE

Subject Leader: Sarah Chapman

Subject Overview:

At Euxton Primrose Hill Primary School we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We are committed to pursuing excellence and encouraging every individual. Our learning environment and ethos promotes respect and self-esteem, ensuring that all children feel happy, safe, cared for and therefore ready to learn. We value the role of parents and the community in learning and actively encourage their involvement. We are dedicated to providing excellent and enjoyable teaching through a broad, balanced and creative curriculum. We are proud of our achievements and celebrate the successes of all members of our school community.

We believe that PSHE should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth, teach them how society is organised and governed and ensure that the children experience the process of democracy through participation in the school council. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

Ours aims for PSHE are:

- To provide exciting, enjoyable learning that opens doors to knowledge and skills, the world, health and creativity.
- To show respect for all cultures and in doing so, promote positive attitudes towards other people.
- To enable children to understand their community and help them feel valued as part of this community.
- To help children grow into reliable, independent and positive citizens.
- To enable children to become confident, resourceful, enquiring and independent learners.
- To foster children's self-esteem and help them build positive relationships with other people.
- To develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- Develop positive attitudes and values, which are accepting of differences with regard to sexual orientation or views.
- Deliver a planned programme of PSHE and HRSE from Reception to Year 6 to enable children to understand and value their bodies as well as develop positive attitudes and values towards sexuality
- To encourage children to think about the religious and cultural attitudes around sex and relationships.

- To equip them with the knowledge and skills to be able to keep themselves safe and protect themselves from harm and abuse.
- To enable children to understand how and where they may get help and advice.
- To understand the reproductive process in humans and animals, using the correct vocabulary for body parts alongside their own terminology.

Fundamental Great British Values:

At Primrose Hill Primary School, we understand clearly our responsibility in preparing children for their next stage of education and for the opportunities, responsibilities and experiences of later life, laying the foundations so that they can take their place successfully in modern British society. We promote a respect for and understanding of different faiths, cultures and lifestyles. The spiritual, moral, social and cultural development of each child is central to everything that we do as a school and central to our vision of 'Educational excellence; personal learning; holistic outlook; inclusive and nurturing provision and healthy bodies and minds'. This is evidenced through our teaching and learning, our inclusive environment and through the many opportunities provided for our children to understand democracy, law, liberty, mutual respect and tolerance. As a school, children are given the opportunity to visit Chorley Magistrate court alongside school visits from practicing magistrates. Our School Council have also visited The Houses of Parliament to see democracy in action.

Planning:

We use a whole school scheme of work called '1 Decision'. The 1Decision resources have been produced for Primary aged children and is based on interactive content suitable for all learning styles. Each module has been created by PSHE and Safeguarding experts together with schools, and most importantly children. We will determine pupil's prior knowledge and starting points by reflecting on previous units of work and also carrying out a baseline assessment activity which will help teachers to assess what the children already know and identify any misconceptions.

As of September 2020, some aspects of PSHE and HRSE became statutory. We as a school have identified the needs of our children and implemented 1Decision. This scheme is used as a starting point for planning within the classes. It has been identified that there are additional aspects which will be taught in different year groups to meet the needs of the class. These have been added to the yearly overview for PSHE. Each year, the curriculum is evaluated alongside the data collected through the following sources to ensure it is meeting the needs of the children: Analysing the Health Lancashire School Information Report, National Child Measuring Programme data, liaising with parents/governors to find out what they think the children need to be learning, liaising with our learning mentors and nurture team to identify issues our families/community are experiencing and liaising with the children to find out what they think they need to learn during Key Stage 1 and 2.

EYFS

Children within EYFS are supported to manage emotions and develop a positive sense of self. Teachers use a range of resources including the one decision materials to teach engaging and relevant sessions to our youngest pupils. Children with this phase should also be encouraged to set themselves simple goals, have confidence in their own abilities. Teachers at Primrose use the 'Dilemma-drop' books which focus on emotion or events likely to happen to children (e.g.: Blue feels jealous, Pink feels worried, Purple feels left out and Green's daddy moves out)

Teachers at Primrose Hill help children understand how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn

how to make good friendships, co-operate and resolve conflicts peaceably. We hope these important life lessons mean children can achieve at school and in later life.

Assessment and collecting evidence:

Our teachers assess children's work in PSHE by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning objectives set out in the curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. All pupils (from Year 1 upwards) have individual workbooks.


There is no formal grading for PSHE but assessment is necessary to determine that learning has taken place. A variety of activities will be used for this including:

- Self-assessment
- Peer assessment
- Write and Draw activities
- Discussions and Presentations
- Teacher assessments
- Photographs and video clips of work being done




At all times the positive self-esteem of the pupils will be preserved, and pupils should not be left to feel inadequate personally.

At Primrose Hill Primary School, we believe that all pupils should have the opportunities to share their pupil voice. We do this in a number of ways. The curriculum allows opportunities for pupils to develop the skills, knowledge and understanding when using their pupil voice. The subject leader finds out pupils' opinions about the teaching of PSHE and the content covered through interviewing selected pupils during lesson observations. The subject leader acts upon the comments and suggestions of pupils wherever possible.

Enrichment opportunities:

Forest schools 	Making use of the school grounds and engaging pupils with the curriculum through outdoor learning	Promoting engagement and enjoyment through outdoor learning
Stone Age Day	Year 3 pupils worked with their friends and teachers to achieve fun, engaging and exciting challenges.	Teamwork challenges with their peers.

			
<p>Macmillan Coffee Morning</p> 		<p>2024: Led by Y6 pupils, over 100 people attended on the day helping to raise over £1100 for MacMillan.</p>	<p>Charity fund raiser and community links</p>
<p>Money Management</p> 		<p>Debt Aware visit 6 times per year to deliver a money management program to our Y5 & Y6 pupils</p>	<p>Curricular enrichment</p>
<p>Community litter pick</p> 		<p>Year 5 children took part in a local litter pick alongside hundreds of other children across Chorley.</p>	<p>Looking after our local community</p>
<p>Run-a-mile</p> 		<p>Children raised money by taking part in a 'bog-eyed jog' in the summer term. This fund raiser partly paid for our new running track which is now used daily for 'run-a-mile'. This short but important activity highlights the important of health and wellbeing to our pupils.</p>	<p>Looking after our bodies and minds with healthy daily exercise.</p> <p>School fundraiser</p>
<p>Remembrance day</p> 		<p>All pupils were given a chance to reflect, consider and appreciate those who have lost their lives in conflict.</p>	<p>Understanding and caring for others. Ability to show empathy.</p>

<p>Exciting visitors</p> 	<p>Giving children wider experiences by using visitors and experts. Increasing their cultural capital and opportunities.</p>	<p>Increasing their cultural capital with exciting experiences</p>
<p>Harvest Festival</p> 	<p>We are collecting donations for Living Waters Storehouse and Chorley Help the Homeless.</p>	<p>Help our local community</p>
	<p>Bike-ability course offered to all Year 6 pupils in September 2021</p>	<p>Personal safety</p>

<p>European day of languages</p> 	<p>All children learnt a new language and discovered more about the traditions and culture of that country.</p>	<p>Cultural understanding</p>
<p>Building positive relationships</p> 	<p>Class assemblies rather than whole school. This assembly focuses on perseverance and teamwork</p>	<p>Resilience and teamwork</p>
<p>Keeping our bodies and minds health and happy</p> 	<p>Healthy body, healthy mind work through school. Special focus in Autumn 1 to support children back into school life.</p>	<p>Healthy body – healthy mind</p>
<p>Outdoor learning</p> 	<p>Making use of the school grounds and engaging pupils with the curriculum through outdoor learning</p>	<p>Promoting engagement and enjoyment through outdoor learning</p>
<p>Grandparents Afternoon</p> 	<p>40 grandparents attended the Y2 grandparents afternoon – first time that this had been trialled. Extremely positive feedback received and evidenced.</p>	<p>Positive community involvement of the wider family</p>

Sports Day

The children had a great time at sports day last week. Everybody got involved and tried their best. They showed great support for each other and enjoyed all the activities.



First sports day attended by parents in several years due to Covid. New format, more competitive than previous, received excellent feedback.

Healthy mind and body – physical well being

Y4 WW2 VE tea dance

Ben Nevils Tea Dance

Posted on Fri 08 Jul 2022 By Mr Davies

What a fantastic time was had by all, at the Ben Nevils Tea Dance. WW2 songs and dances were shared and every child looked wonderful in their costumes. Many thanks for those who attended, the children all had a wonderful time sharing their History knowledge.



Parents invited to attend following pupils being evacuated and staying in school the night before.

Charity fund raiser and community links

Reception Farm Visit

Posted on Tue 05 Jul 2022 By Miss Blackwell

What a fantastic day we had with Farmer Steve and Farmer Stacey who brought their farm animals to school. The children absolutely loved interacting with the animals and learning lots of new facts and vocabulary. Farmer Steve also came into school to tell the story of the Three Billy Goats Gruff which the children thoroughly enjoyed. Here are a few photos of the day.

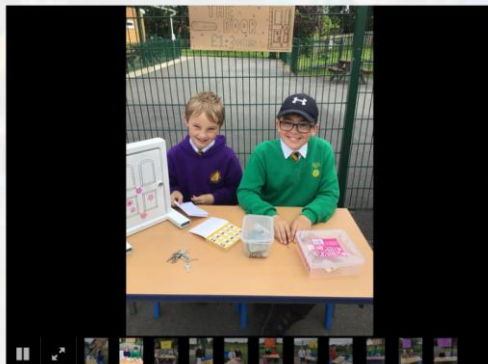


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Caring for others and out community



Y6 summer fair

Year 6 worked so hard to plan and organise their stalls for the summer fair. We couldn't have been prouder of them! They worked well in their groups, were polite to all members of the school community and truly shone! Well done Year 6!



Entrepreneurial skills developed as pupils raised enough money to cover the cost of the end of year trip to Sandcastles.

Money management and entrepreneurial skills

<p>Healthy Heroes</p> <p>Posted on Thu 30 Jun 2022 By Mrs.Hocking</p> <p>This week we have used our knife skills to cut up vegetables and we ate them with dips.</p> <p>Everyone enjoyed their vegetables 🥕🥦</p> 	<p>Healthy hero's club</p>	<p>Healthy eating and healthy lifestyles</p>
	<p>Diversity week:</p> <p>Sign language</p> <p>All different all equal</p>	<p>Developing respect and tolerance for everyone in our school community.</p>

Impact of staff training:

	Content	Impact
PSHE online webinar training (18.09.2024)	One decision training on 'Personal Development in Primary years'	SC informed all staff about the important and pertinent information from the webinar and offered additional support to anyone who needed it.

Targets 2024 – 2025:

<u>Target</u>	<u>Points of Action</u>	<u>Impact</u>
Give parents the opportunity to put forward their views on our PSHE provision, collate parental voice and feedback back to SLT	Send out on parent mail Collect replies and review feedback	Questionnaire sent to all parents via google forms. Consultation shows overwhelmingly positive response to the questions (based on 120 responses). See results below – Appendix 1
Create a parent working group	Letter to all parents to check interest Set date Hold meeting to share resources	Incomplete

TARGETS 2025 - 2026:

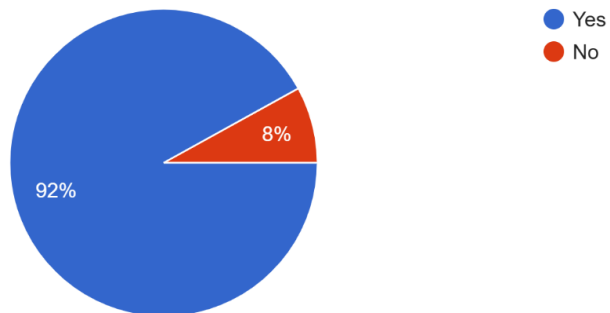
<u>Target</u>	<u>Points of Action</u>
<ul style="list-style-type: none"> Audit and adapt the current PSHE curriculum across school to ensure the new RSHE guidance (July 2025) is being met by September 2026. Review and update a draft RSE / RSHE policy. 	<p>Make changes to 1decision mapping document / whole school planning to ensure the new RSHE guidance and key updates are included for teaching and learning.</p> <p>Engage and consult with parents when developments and / or reviews are made to PSHE policy. Communicate changes to parents (letters, meetings, online). Final versions of plans and policy to be agreed and ready to be sent out from September 2026.</p>
<ul style="list-style-type: none"> Identify staff training needs, provide CPD, and build confidence in teaching and handling questions (RSHE). 	<p>Review and invest in staff training.</p> <p>LC to inform all staff about the important and pertinent information from any current training and offer additional support to anyone who needed it.</p>

Appendix 1

Parents Consultation 2024

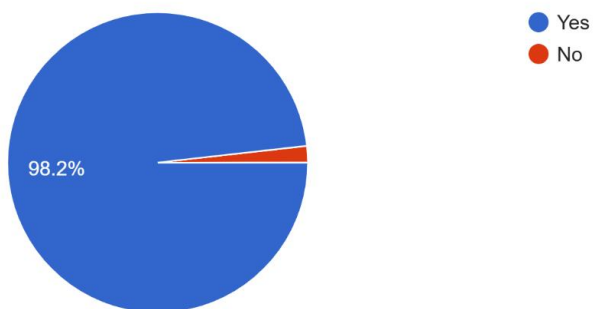
I have read the PSHE / RSE Policy on the school website:

112 responses



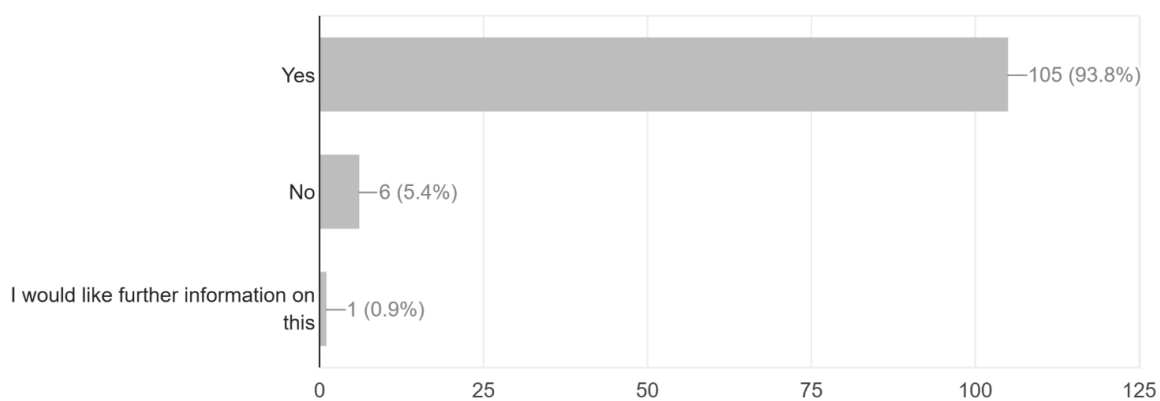
I know that RSE (Relationships Education) is a compulsory subject:

112 responses



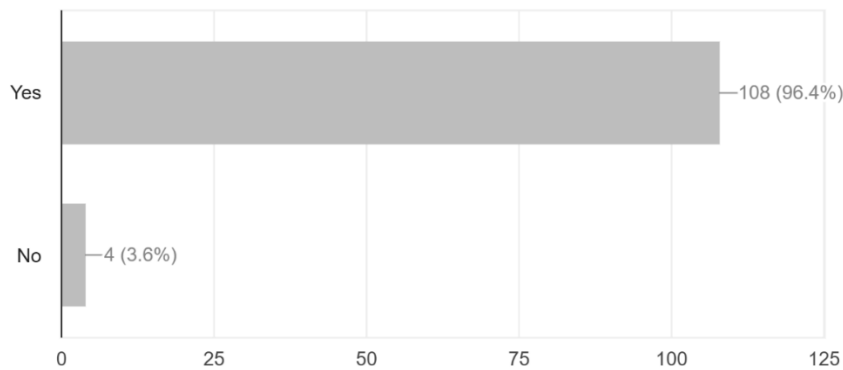
I have read and understand the "right to withdraw" as explained within the policy.

0 / 112 correct responses



I agree with the coverage of topics listed in the Autumn, Spring and Summer Curriculum on the website and believe these will develop my child's u...Our Curriculum/Personal, Social, Health Education)

0 / 112 correct responses



I believe PSHE / RSE is an important part of my child's education to enable them to become healthy, independent and responsible members of our society ...I and cultural issues that are part of growing up:

112 responses

