

At Waterside Primary we know that PSHE is fundamental in developing children beyond the academic and will prepare them to be citizens of the world.



Intent - We aim to...



Equip children with the knowledge, understand and emotions to develop children's attitudes, values and sensitivity towards others.



Enable children to understand how they are developing personally and socially, developing a positive sense of self as well as respecting others.



Teach children how to become healthy, independent and responsible citizens.



Prepare children for their future so that they have a sound understanding of risk and have the knowledge to make informed and safe decision.



Ensure that all children know their responsibilities and their rights in our society preparing them for the wider world.

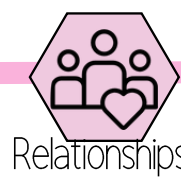


Implementation - How do we achieve our aims?

Curriculum

Our PSHE curriculum closely follows guidance from the PSHE Association using a question-based model. It is organised into 3 core themes: Health and Wellbeing, Relationships and Living in the Wider World. This has been adapted to suit the needs of our school and to ensure we are covering all aspects of our RSE curriculum

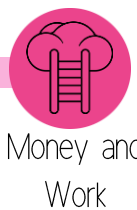
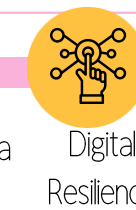
Core themes



Our approach

At Waterside, we follow the PSHE Association scheme of learning for PSHE. This begins in Year 1 and continues through to Year 6 following a spiral curriculum which embeds, revisits and deepens understanding. At Waterside We teach through a thematic approach, covering the core themes with three topics per term. This allows different year groups to work on similar themes at the same time, building on the spiral curriculum year on year. Our PSHE curriculum is a golden thread throughout our schools and the wider community.

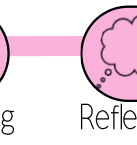
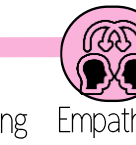
Project drivers



Developing Key Skills

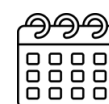
Children learn a number of skills in PSHE, but we have identified six key skills. These are reinforced across learning in PSHE in all year groups. Teachers will use questioning throughout PSHE and RHE lessons to elicit children's understanding and promote and challenge children to deepen understanding of concepts. Questions should be precise and develop thinking.

Key skills



Strong Foundations

At Waterside, recognise the positive impact that a strong EYFS foundation has on children's learning, particularly in areas such as PSHE. It is at this entry into school where the differences in children's experience become clear and effective teaching and learning works to reduce gaps and enable all children to reach their potential and develop the skills required to function both in school and wider society. In EYFS children learn about themselves, the world around them and about how to interact with others as part of their Personal Development Curriculum.



Timetabling

Our PSHE and RSE curriculum is planned using The PSHE Association Programme of Study as a structure. PSHE takes place weekly for at least 40 minutes. There are other opportunities to develop PSHE through our society curriculum including: P4C, Votes for schools and assemblies.

Implementation (continued)

Knowledge Based

To be successful independent learners, children and young people need regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning. Teachers also need to be clear about the progress and achievements of the pupils they teach, and how their learning might be improved.

Votes for Schools

Votes for Schools is a weekly current affairs platform, which supports discussions on challenging topical issues, empowering our pupils to have their voices heard by voting and commenting on a key question relating to political and social issues.

Developing Emotional Literacy

Throughout PSHE lessons staff and children use appropriate language, and this vocabulary is identified in the progression documents. Each topic allows opportunities for children to develop their emotional literacy in age-appropriate ways.

Restorative Practice

Restorative Practice is part of everything we do. We believe that for children to be ready to learn, they must firstly feel happy and secure. Restorative Practice is a whole school approach and all of the staff have wholeheartedly made it part of their everyday practice. One of the most important aspects of Restorative Practice is the language we use that positively affects everyone around us. This is what teaches our children social interaction, emotional literacy and understanding the impact of positive and negative behaviour. The way that we speak to each other and manage conflict is so incredibly vital to how we feel, and this is why Restorative Practice is in the heart of our school.

Teaching of RSE

At Waterside, we promote healthy living by ensuring children in our schools eat healthily and have opportunities to be active during lunchtimes. We believe that children learning about their bodies is an essential part of PSHE. We believe that learning scientific names for body parts and learning about safe and unsafe touching is an important part of safeguarding. We follow units of work in which children learn (in age-appropriate ways) about how their bodies change, and how babies grow and develop. This progression in learning about changes in their own bodies, and about how babies develop is age-appropriate.

School Parliament

We have an active School Parliament where children can put forward their views about the school and make suggestions. Pupil voice is also promoted in all subjects across the school.

Recording learning

All class from Reception to year 6 have floor books to record their learning. This approach allows for consistency across key stages and allows for opportunities to capture learning.

Reading PSHE

Books are shared in PSHE to develop empathy, provoke thought, and to learn.

Mental Health

Through our PD curriculum we offer pupils many opportunities to do physical activities as well as opportunities to relax which both are ways to promote wellbeing and positive mental health.

Impact - How will we know we have achieved our aims?



Children confidently talk about their learning and show an understanding that our world is diverse.



Children use language to describe emotions and they interact appropriately in social situations.



Children make healthy choices in their friendships, the exercise they engage in and the food that they eat.



Children can talk about potential risks to their safety when online and in social situations and suggest ways to mitigate these.



Children demonstrate responsibility in their behaviour and engagement with others, and understand that there are consequences for poor choices.