



NEVILL ROAD JUNIOR SCHOOL CURRICULUM OVERVIEW - PSHE



Our Curriculum at Nevill Road Juniors



- We **Aim High** by challenging ourselves in all aspects of school life.
- We are **Successful** learners by using our growth mind set to achieve.
- We **Persevere** by being resilient and trying our best in everything we do.
- We use our **Imagination** to produce creative work that we can be proud of.
- We show **Respect** by including everyone and making sure we all matter.
- We show **Enthusiasm** by approaching all learning with a positive attitude.



Our Curriculum Intent

- At Nevill Road Junior School learning is fun and all of our children are supported and challenged to enjoy learning and reach their potential. Learning in the outside environments, practical and real-life situations and special activities all help to make learning accessible and help to motivate our pupils to achieve well and become lifelong learners. We have a very positive approach to learning at our school and children are encouraged and rewarded when they do their best, work hard and make good progress.
- The wellbeing of our children and their Mental Health are a priority as we believe that children learn best when they feel happy, safe and cared about. Our Restorative Approach to learning underpins our curriculum, which also celebrates equality and diversity.
Our curriculum is based on the statutory National Curriculum; it is skills based in design and intended to provide learning and teaching motivation for both children and teachers.
We aim to be as creative as possible with our approach to the curriculum, teaching and learning. All curriculum areas have been planned to deliver a well sequenced and progressive series of lessons to ensure children gain 'sticky knowledge', which they can articulate with confidence.
Every year group includes high quality book and text studies within their termly topic plans, making sure children are given a text-immersive experience.
All of our topics are supported through high quality resources, trips, visitors and experiences that provide ample opportunity for real depth of study.

Pedagogy of Learning



Explanation, Modelling and Scaffolding

In lessons you will see:

- Clear and precise explanations given by teachers, with complex ideas broken down.
- Time given to practise and consolidate children's knowledge and understanding in new ways that stretches their thinking and allows them to consolidate key skills.
- Metacognition strategies used to help scaffold learning and develop independence.
- Use of sentence stems to help structure children's talk and thinking.
- Children know what is expected of them and how this can be achieved. This is done in a variety of ways including the use of a clear success criteria and examples eg a WAGOLL (What a good one looks like)
- Children evaluating their own work and improving their learning.

Pedagogy of Learning

Questioning, Recall and Retrieval of Knowledge to make learning 'sticky'

In lessons you will see:

- A mastery approach to learning.
- Every lesson starts with a 'Can you still..?' to recall previous knowledge
- Questions asked to children that encourage them to know more and think more.
- Teachers use carefully planned questions to probe children's responses, to reshape tasks and deepen understanding.
- Children are given 'thinking time' to allow for sufficient time for pupils to review what they are learning and to develop further.
- Children are given regular opportunities within lessons to recall previous knowledge. Questions are asked to reveal their understanding and recall how well they have remembered the content.
- Lollipop sticks used to select children to answer questions to encourage participation from all.
- Tasks from the 'Nevill Road Bare Necessities to Sticky learning' used to retrieve knowledge



Pedagogy of Learning

In order for our children to learn more and remember more, we promote 'sticky' learning through....

Song

Teaching facts through songs. Not just number facts but GPS too in Y6. Commits learning to memory more easily and heightens enjoyment.

Hooks

Educational experiences through trips and visitors
Books for hooks
Hands on learning experiences
Artifacts

Questioning

Asking a question of each child before they leave the classroom. eg quick number recall, spelling of a tricky word, geographical fact, historical date.

Photo Reel

Reel of photographs on whiteboard of previous learning activities. Use photos to prompt discussion about what has been learnt, drawing on key vocab.

Video

Making videos of learning eg science explanations. Turn down sound and explain what is happening.

Performances

Video music performances and assemblies. Pupils to use music vocabulary to explain what they can hear and to evaluate performances.

Quizzing

Create quiz questions on a topic. Could be multiple choice eg
What is a metaphor?
a) A comparison using 'like, as, then.'
b) A comparison where one thing is another
c) A comparison with a human attribute

Sentence Stems

Sentence stems
Scaffolding language
Talk, talk and more talk
Developing reasoning in mathematics
Highlighting key vocabulary

Building on Prior Knowledge

Activating prior knowledge
Creating shared experiences

Double Page Spread

Complete double page spread at end of term. Can go back and add information from book. Summarise learning.

Active Learning

Collecting information from other tables and relay back to partner - one walker, one talker. Good for mixed ability pairings.

Post-learns

Children evaluate their learning at the end of a unit.
Children reflect on their learning.

Can you still?

....last week
....last month
....last term
....last year

Display board in class; use as starter question to recap.

Brain Dump

Write, draw a picture, create a mind-map on everything you know about a topic. Give a time limit eg 3 minutes. Then look back at books to add a few things you forgot.

Flashcards

Create own flashcards: question on one side, answer on the other. Can you make links between the cards? Pick out harder ones to practise.

DEAL

- Developing Characters
- Adopting roles
- Exploring thoughts
- Sharing and Reporting
- Thinking & Reflecting

Pedagogy of Learning

Check understanding throughout the lesson and provide feedback.



In lessons you will see:

- We use a variety of mechanisms to assess children's understanding throughout lessons and ensure that misconceptions are picked up quickly.
- Verbal feedback given to children throughout the lesson in order to build on pupils' strengths.
- Our marking system ensures that feedback is purposeful and children's responses enable them to practise, consolidate or stretch their learning.
- Metacognition strategies are used to motivate children to improve their learning.
- Children respond to feedback and this is captured through the use of purple pen in their books.
- In the moment marking gives immediate feedback.
- Use of mini plenaries to address any misconceptions.

Curriculum Leader - Mike Kinnear

(2019 - Present)

Our PSHE Intent:

- to help children develop healthy lifestyles, manage risk and understand change.
- to help pupil to explore, clarify and if necessary challenge, their own and other people's values and attitudes.
- to ensure pupils develop respect and consideration for the cultures and beliefs of others.
- to encourage pupils to be responsible, be respectful, be ready for the challenges ahead of them and to be safe (online and offline) both now and in the future.
- To help children form positive relationships, resolve conflict and to co-operate with others.
- To help pupils to understand the wider world, their responsibilities as moral citizens and their responsibilities towards the environment.
- to provide a safe, secure and stimulating environment in which pupils are happy and enjoy learning.
- To teach children appropriate vocabulary so they can articulate and ask questions about personal, social, economic and health issues.



Nevill Road Junior School PSHE Policy 2020-2021

Intent

Why do we teach this? Why do we teach this the way we do?

At Nevill Road Junior School, we believe that PSHE gives children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. We recognise that social and emotional well-being plays a fundamental and central part in the life of our school and is key to effective learning and achievement. **We have the same high expectations for all learners, including those with SEND in PSHE. The attached provision map shows what PSHE looks like for all learners at Nevill Road Junior School.**

PSHE at Nevill Road Junior School makes a significant contribution to the spiritual, moral, social and cultural development of the children as well as their behaviour, safety and well-being. This is underpinned by our school's investment in Restorative Approaches - we use Restorative Approaches and Practices to build, maintain and repair relationships positively within the whole school community.

Aims of the PSHE Curriculum:

- to help children develop healthy lifestyles, manage risk and understand change.
- to help pupil to explore, clarify and if necessary challenge, their own and other people's values and attitudes.
- to ensure pupils develop respect and consideration for the cultures and beliefs of others
- to encourage pupils to be responsible, be respectful, be ready for the challenges ahead of them and to be safe (online and offline) both now and in the future.
- To help children form positive relationships, resolve conflict and to co-operate with others
- To help pupils to understand the wider world, their responsibilities as moral citizens and their responsibilities towards the environment
- to provide a safe, secure and stimulating environment in which pupils are happy and enjoy learning
- **To teach children appropriate vocabulary so they can articulate and ask questions about personal, social, economic and health issues**

This is done through our ASPIRE to ACHIEVE curriculum, which consists of six keys to learning - Aiming High, Success, Persevere, Imagination, Respect and Enthusiasm .

Aims specific to the Sex Education curriculum are set out in the school RSE policy.



Implementation

What do we teach? What does it look like?

At Nevill Road Junior School, PSHE is delivered through both PSHE lessons and Circles. PSHE and Circles are both taught weekly. Lessons may explicitly teach about an issue (by sharing factual information and exploring children's values, attitudes and beliefs about it) or explicitly teach how to manage an issue (through helping children to develop the strategies, language and skills they will need). Capturing and recording lessons is not always required, but where it is, SMSC books may be used.

Policy / Intent Statement

To find out more about our
PSHE policy click the link below:

http://www.nevillroad-jun.stockport.sch.uk/serve_file/5682001



Sequence of Learning (PSHE)

At Nevill Road Junior School, PSHE is delivered through both PSHE lessons and Circles. PSHE and Circles are both taught weekly.

The PSHE curriculum is themed around three core areas. These remain the same from Year 3 to Year 6.

Autumn Term	Spring Term	Summer Term
Relationships	Living in the Wider World	Health and Wellbeing
Which includes.... feelings and emotions, relationships and difference	Which includes rights and responsibilities, the environment and money)	Which includes healthy lifestyles, keeping Safe and Growing and Changing. Part of this is classed Sex Education)

PSHE lessons are taught weekly by the class teacher and last for approximately forty minutes. Recording is not always required but evidence is captured in PSHE books. Lessons may also be used to discuss and reflect upon national initiatives such as Anti-Bullying Week, British Values or Safer Internet Day.

	Relationships (Feelings and Emotions, Healthy Relationships, Difference)	Living in the Wider World (Rights and Responsibilities, Environment, Money)	Health and Wellbeing (Keeping Safe, Healthy Lifestyles, Growing and Changing)
Pre learning questions 	<ul style="list-style-type: none"> Can I recognise when it is appropriate to keep a secret? Can I explain this? Can I listen to others and respond appropriately? Do I respect personal space? Do I understand why this is important? 	<ul style="list-style-type: none"> Can I explain what it means to live a sustainable lifestyle? Can I talk confidently about effective management of money? Can I talk about the dangers I might face outside of school? Can I identify risks in the local area? Can I suggest how to manage them? 	<ul style="list-style-type: none"> Can I make informed choices about living a healthy lifestyle? Do I know how to stay safe online? Do I know who to talk to if I am worried about what I have seen on the internet? Do I recognise drugs that are common to everyday life? Can I give examples?
Vocabulary	Secret, appropriate, personal space, physical contact, diversity	Risk, budget, loan, saving, interest, sustainably	lifestyle, medicine, drugs, alcohol, tobacco, internet safety, assertive, discrimination
Year 4	<ul style="list-style-type: none"> Feelings and Emotions <u>When is it appropriate to keep a secret?</u> <ul style="list-style-type: none"> Encourage children to talk about times when they have been asked to keep a secret How did it make them feel? <u>Listening to other's point of view</u> <ul style="list-style-type: none"> Go through the concept of Restorative Approach Identify the importance of listening to each other Healthy Relationships <u>Acceptable and Unacceptable physical contact</u> <ul style="list-style-type: none"> Think about it in school. Children to appreciate the need to respect personal space <u>Solving disputes and conflicts amongst friends</u> <ul style="list-style-type: none"> Qualities of a good friend Valuing Difference <ul style="list-style-type: none"> No Outsiders - To be welcoming <u>Recognising difference and diversity</u> <ul style="list-style-type: none"> Recognise the difference between each other in the classroom What can we do to celebrate difference? 	<ul style="list-style-type: none"> Rights and Responsibilities <u>Recognise and manage risk in our local area</u> <ul style="list-style-type: none"> What dangers are there outside of school? How can we ensure that we stay safe? What could happen in our local area that could be unsafe? <u>Recognise and manage risk in the world</u> <ul style="list-style-type: none"> As we get older, what risks do we see in the world outside of school? What can we do to ensure that we manage the risk and stay safe? What do we do when we recognise this? Money <u>How to effectively manage money</u> <ul style="list-style-type: none"> Saving and budgeting <u>What are loans and what is interest?</u> <ul style="list-style-type: none"> When would we need to ask for a loan? Understand that loans often come with interest Is it a good idea to have lots of loans? Environment <u>What does it mean to be sustainable?</u> <ul style="list-style-type: none"> How can we live sustainably? <u>How can we be sustainable?</u> <ul style="list-style-type: none"> What could we do in school to be more sustainable? 	<ul style="list-style-type: none"> Healthy Lifestyles <u>What makes a balanced lifestyle?</u> <ul style="list-style-type: none"> Children to think about an active lifestyle Link to sporting events and what the children can get involved in throughout the year <u>Drugs that are common to our everyday life</u> <ul style="list-style-type: none"> Tobacco and alcohol Introduce children to the concept that drugs are not always negative and can help us to feel better Keeping Safe <u>How to stay safe online</u> <ul style="list-style-type: none"> Introduce the concept that not everything is as it seems on the internet and that children need to be aware of potential dangers <u>Growing and Changing (SRE):</u> <ul style="list-style-type: none"> To explore the human lifecycle To learn some basic facts about puberty. To explore how learning about puberty is linked to reproduction (children change into adults so that they can reproduce) <u>Changes that happen in life and feelings that are associated with change</u> <ul style="list-style-type: none"> When this happens... I feel like...

Year 4 Scheme of work

To access schemes of work for other year groups, click this link.

<http://www.nevillroad-jun.stockport.sch.uk/page/p/she/63937>

Sequence of Learning (Circles)

At Nevill Road Junior School, PSHE is delivered through both PSHE lessons and Circles. PSHE and Circles are both taught weekly.

Circles are taught weekly by the class teacher and last for approximately thirty minutes. Planning is guided by the modicum term plan on the next slide. Teachers will also plan additional Circles lessons in response to class worries or concerns, and national initiatives such as Anti-Bullying Week or the King's coronation.

Circles sessions follow this core structure:

- 1) Check in... to welcome children to the group
- 2) Mixer – to establish new groups or pairings
- 3) Main session
- 4) Energiser
- 5) Check out... reflection on the discussion



Sequence of Learning (Circles)

Nevill Road Junior School Medium Term planning for Circles 2021-22 - Year 3 and 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>ASPIRE / Bee Rules</p> <p>Aiming High People who aim high</p> <p>Be Ready How can I be ready for learning?</p> <p>Wellbeing (Adrian Bethune) Tribal Classrooms (create class flag)</p>	<p>ASPIRE / Bee Rules</p> <p>Success Being a successful learner</p> <p>Be Safe How to be safe at home and at school?</p> <p>Wellbeing (Adrian Bethune) Create and update a class What Went Well Board</p>	<p>ASPIRE / Bee Rules</p> <p>Perseverance Why persevere? People who persevere</p> <p>Wellbeing (Adrian Bethune) Mindfulness</p>	<p>ASPIRE / Bee Rules</p> <p>Imagination Being an imaginative learner</p> <p>Be Responsible What am I responsible for?</p> <p>Wellbeing (Adrian Bethune) The Stretch Zone (link to Growth Mindset – mistakes that worked) Be More Penguin</p>	<p>ASPIRE / Bee Rules</p> <p>Respect</p> <p>Be Respectful What is respect? What does respect look like?</p> <p>Wellbeing (Adrian Bethune) Cool to be Kind Random Acts of Kindness</p>	<p>ASPIRE / Bee Rules</p> <p>Enthusiasm</p> <p>Be Ready (transition) Being ready for new challenges</p> <p>Wellbeing (Adrian Bethune) Exercise makes you happy (Daily mile or similar workout)</p>
<p>Growth Mindset (Katherine Muncaster) / Afl Year 3 - On a high wire / Firing neurons Year 4 – From failure to success / Bounce Afl - How to be a good learning partner</p>		<p>Growth Mindset (Katherine Muncaster) / Afl Year 3 - Born to be? / Mistakes that worked Year 4 – Doom words / Mindset trumps Afl: What is feedback / How to respond to feedback</p>		<p>Growth Mindset (Katherine Muncaster) / Afl ... Year 3 - Challenge mountains / Never give up Year 4 – Fantastic elastic brain / Learning cereals</p>	
<p>British Values Year 3 – What are British Values? Year 4 – Democracy</p>		<p>British Values Year 3: Mutual Respect Year 4: Rule of Law</p>		<p>British Values Year 3: Tolerance of different faiths and beliefs Year 4: Individual Liberty</p>	
<p>Equal Opportunities</p> <p>Year 3: Families, either in school or in the wider world, sometimes look different to mine The family book by Todd Parr</p> <p>Year 4: Families, either in school or in the wider world, sometimes look different to mine Stonewall: Families (Year 3 and 4 pack) Use Stonewall PowerPoint and lesson plan</p>		<p>Equal Opportunities</p> <p>Year 3 – How difference affects someone (No Outsiders) Oliver by Birgitta Sif</p> <p>Year 4 (2 sessions): What is a Stereotype? Lesson 1 Lesson 2 Dogs don't do ballet by Anna Kemp (No Outsiders)</p>		<p>Equal Opportunities</p> <p>Year 3 – To understand what discrimination means (No Outsiders) This is our House by Michael Rosen</p> <p>Year 4: Gender Stereotypes (Must boys like "boy things?") 2 or more lessons Stonewall – Jake's Story https://www.stonewall.org.uk/resources/free-film</p>	
<p>Restorative Approaches Year 3: What are Restorative Approaches? Year 4: What are the Restorative questions?</p>		<p>Restorative Approaches Year 3: Scaling our feelings Year 4: Listening to others (active listening)</p>		<p>RHSE Growing and Changing Lessons take the place of PSHE and Circles</p>	
<p>Current affairs Anti-Bullying week Remembrance</p>		<p>Current affairs Safer Internet Day / Digital safety Supporting charities (Red Nose Day / Sports Relief)</p>		<p>Current affairs</p>	

What about Sex Education?

'The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils...'

DfE September 2021

At Nevill Road Junior School, we do teach a sex education curriculum to our pupils.

- Lessons are based on an approved scheme called Teaching SRE with Confidence by Christopher Winter.
- Parents and carers are be informed by letter about the upcoming lessons and the vocabulary to be used in those lessons. They are scheduled to take place in the Summer term within the Growing and Changing topic.
- The school respects parents and carer's right to withdraw their child from lessons classed as Sex Education.
- Further details of this are outlined in the school's RSE policy, which was ratified by governors in February 2021.

http://www.nevillroad-jun.stockport.sch.uk/serve_file/3738590



Nevill Road Junior School PSHE Policy 2020-2021

Intent

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Policy / Intent Statement

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http://www.nevillroad-jun.stockport.sch.uk/serve_file/5682001

Pupil Voice

Pupil interview - PSHE (Summer 2022)

Year group: 4 (red, 5 children) 5 (blue, 6 children), 6 (green, 5 children)

1) Out of 5, how much do you enjoy PSHE lessons

1 - not at all to 5 - very much so

Scores from 3.5 to 4

Scores from 4 to 5

Scores are 3 or 4

2) Out of 5, how much do you feel you learn new things in PSHE lessons?

1 - not at all to 5 - very much so

Scores from 4 to 5

Scores 3 and 4

Scores are 4

3) Do you feel that your PSHE lessons are appropriate for children your age?

Some feel a little old e.g. drugs. Some feel young. Most are about right.

Some resources / videos are a little young and cartoony. Some repetition - "I learned about money in Year 3, but it was a bit different then."

"I think most lessons are appropriate."

Categorical "Yes" from all children

4) This term we are looking at **Health and Wellbeing**. This includes keeping safe, keeping minds and bodies healthy, managing and growing up and changing. Tell me about a lesson you remember.

Drawing images linked to drugs while our teacher read a story

Learning about mental health and how to keep my mind healthy

Cycle Safety (Autumn 1)

"I remember being safe online. We looked at good and bad examples e.g. buying things online"

"I remember body image and Photoshop."

Peer pressure - people telling you it's cool to smoke

5) Last term, we looked at **Living in the Wider World**. This includes money, rights and responsibilities and the environment. Tell me about a lesson you remember.

Sustainability (plastic bottles)

Online Safety - could not specify

Money and budgeting - wants and needs

"We did a money lesson about investing and budgeting."

"We did a poster about the environment."

"We learned about rights - Martin Luther King's I have a dream speech."

Social media

Children's rights

Fairtrade - "we talked about farmers getting a fair price for coffee and chocolate. We drew a poster with a badge."

6) Can you tell me what any of these words mean?

Year 4

budget, loan, interest, drugs

All terms defined but no one child could define all of them unprompted

Year 5

Rights, anti-social behaviour, body image, online safety, scam

Children could clarify rights ("there's 5), anti-social behaviour (giving examples), body image and scam

Year 6

Human Rights, Fake News, Fairtrade, Tax

All terms defined but no one child could define all of them unprompted

PSHE lessons at Nevill Road.

In lessons you will see:

- Lessons have a clear learning outcome
- Lessons begin with a recap of previous learning and with 'Can you still.... Questions.
- Key vocabulary is explained and modelled throughout.
- A clear concept is explored through class, group, and paired discussion.
- Activities are carefully adapted to meet children's needs.
- Recording is not always necessary but, when appropriate, evidence is captured in PSHE books.

PSHE lessons at Nevill Road.

Draw a drink for each person.



In actual fact the previous picture has been edited to create a 'perfect' picture. Why do you think I've highlighted the word perfect?



This is what Harry really looks like.

How do you think Harry feels about his edited picture?

LO: I know that all medicines are drugs.
LO: I know that not all drugs are medicines



Discuss the scenario cards on each table.

Later, we will take feedback on what you would do.

I think...because...
 I agree / disagree because...



Which of these places is the most safe?

Which is the least safe? Why?



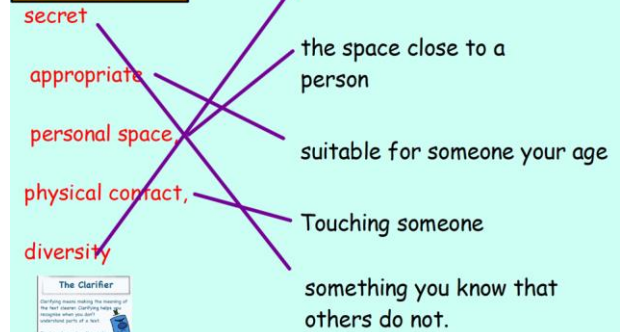
LO: to be able to identify the impacts of social media on health and wellbeing

Key vocabulary

- social media
- online
- offline
- wellbeing
- individual
- community
- limits
- restrictions
- actions
- messaging
- positive
- negative

Vocabulary


Match the word to the definition





PSHE lessons at Nevill Road.

FAIR TRADE



What is fairtrade?
 Fairtrade is where farmers get paid equally when they trade in their goods/products for fairly traded money so they can have a stable life with their children and their families.



Where can I find Fairtrade products?
 You can find fairtrade products in all supermarkets when you look for this logo they can be things such as bananas, coffee, cocoa and cotton.


How fairtrade impacts globally?
 Fairtrade helps to impact globally because of the way the food goes all over the world. In return, the fairtrade citizens pay the farmers good amounts of money.

Friday 12th November

I understand that people may have a different opinion to me.

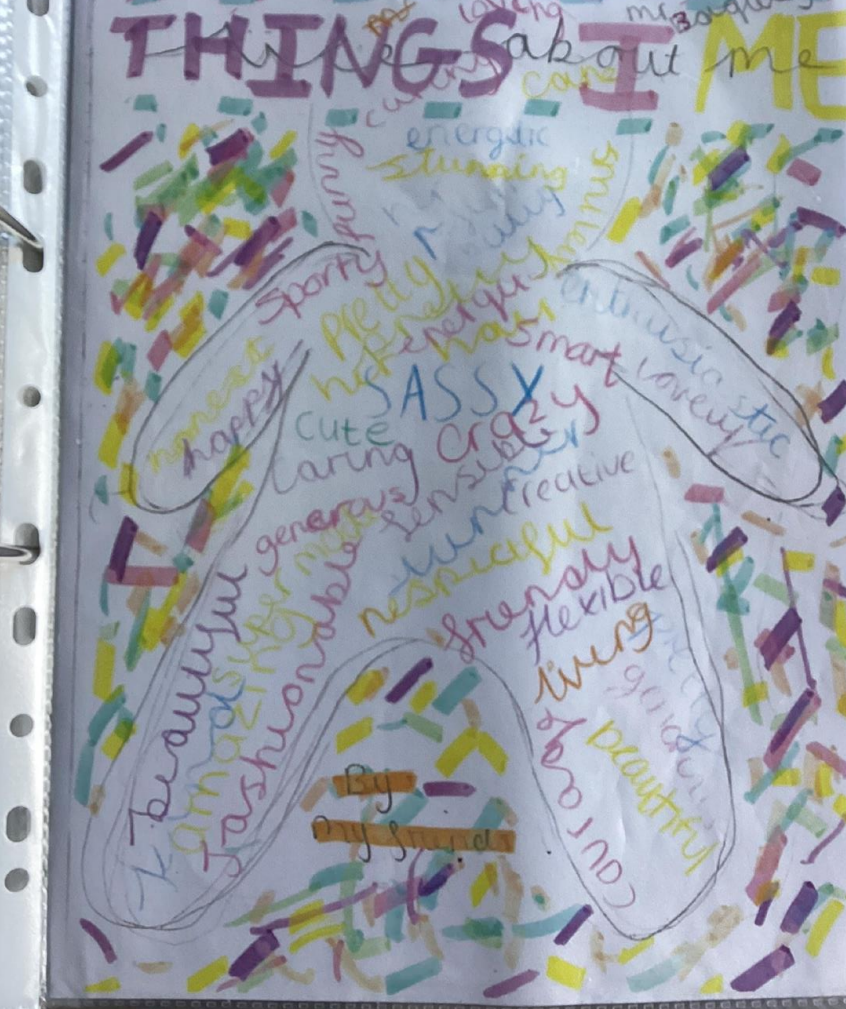
Today I learnt that its okay to have a different opinion to other



Wednesday 11th May 2022

LO: I understand what a positive body language is. Sorry for using neologisms do I get a raffle ticket?

THINGS ABOUT ME



Vocabulary

Vocabulary is vital to learning in PSHE and children will be taught new key words each term. Key words for each year group are highlighted on the curriculum overviews, topic cover sheets and children's pre and post learning tasks.

Chosen vocabulary will be highlighted at the start of lessons, using tasks such as "Can you still?"

Children will be encouraged to use vocabulary during lessons and to recall key words when reflecting on their learning.



Year 4 PSHE Autumn Term

Relationships

(Feelings and Emotions, Healthy Relationships, Difference)



Vocabulary box

secret
appropriate
personal space
physical contact
diversity

Vocabulary
Match the word to the definition

secret

appropriate

personal space

physical contact

diversity

people are different. They have different ideas and beliefs

the space close to a person

suitable for someone your age

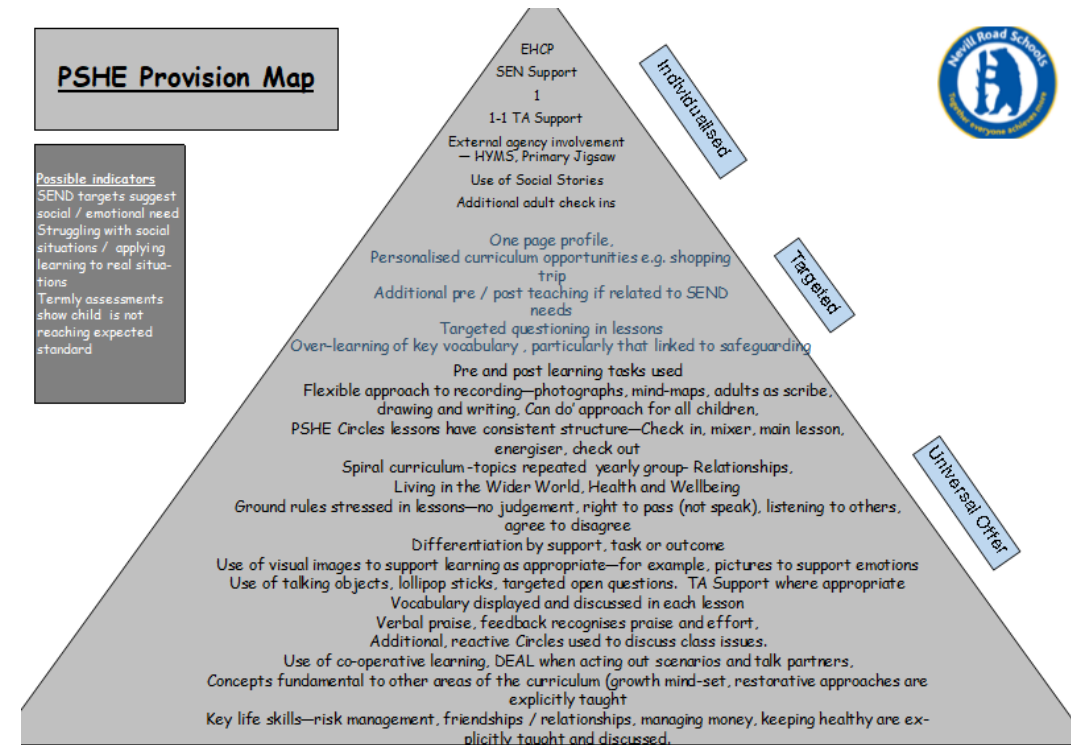
Touching someone

something you know that others do not.

The Clarifier
The Clarifier helps making the meaning of the text clearer. Clarifier helps you to understand what you are reading. It is a good idea to use it when you are reading a text.

Inclusion

- In all our subject areas we have created a provision map of need that shows how all children are supported in order to enable them to access the full curriculum.
- The needs of all children are considered with a lens on provision for our SEND children and teaching is adopted necessary. We believe that if we are getting it right for our children with additional needs, then we are getting it right for everyone.
- Learning is not capped by differentiation, instead lessons are adapted to meet children's needs.
- Staff check in regularly to check understanding.
- Metacognition strategies are used to encourage independent learning such as frames and sentence stems to ensure pupils do not suffer with cognitive overload.
- Teachers may support children in overcoming barriers to learning e.g. by scribing for a child. They may also include children in pre-teaching groups where appropriate.
- The growing diversity of our school community means that teachers are adapting lessons to support children who have English as a second language. In reading, EAL pupils will use word mats, picture cues, Google translate, reading texts are chunked into smaller parts to not overwhelm pupils. Advice is sought from EDS.



British Values

All of the British Values are taught explicitly through the Circles curriculum. They are covered once in Year 3 or 4, and in more depth in Year 5 and 6.

Nevill Road Junior School Medium Term planning for Circles 2021-22 - **Year 5 and 6**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ASPIRE / Bee Rules Aiming High People who aim high Be Ready How can I be ready for learning?	ASPIRE / Bee Rules Success Being a successful learner Be Safe How to be safe at home and at school?	ASPIRE / Bee Rules Perseverance Why persevere? People who persevere	ASPIRE / Bee Rules Imagination Being an imaginative learner Be Responsible What am I responsible for?	Be Safe Travelling to school Being safe online	Be Ready (transition) Being ready for new challenges
Wellbeing (Adrian Bethune) Tribal Classrooms (create class flag)	Wellbeing (Adrian Bethune) Create and update a class What Went Well Board	Wellbeing (Adrian Bethune) Three good things (write down three good things, and what caused them, each day for a week)	Wellbeing (Adrian Bethune) Year 5 Stretch zone –growth mindset in Maths https://www.youcubed.org/resources/mindset-video Year 6 Stretchzone - Maths https://www.youtube.com/watch?v=bxrPy1fjVU4	Wellbeing (Adrian Bethune) What are your strengths? Use https://www.letitripple.org/scienceofcharacter List your key strengths	Wellbeing (Adrian Bethune) Exercise makes you happy (Daily mile or similar workout)
Growth Mindset (Katherine Muncaster) / Afl One or more of the following... Year 5 - Passport to learning / Too old to Year 6 – Don't Say... Say / Diamond Minds Afl - How to be a good learning partner		Growth Mindset (Katherine Muncaster) / Afl One or more of the following... Year 5 – What makes a great teacher / brain power Year 6 Barriers to learning / Brain v Calculator Afl: What is feedback / How to respond to feedback		Growth Mindset (Katherine Muncaster) / Afl One or more of the following... Year 5 - Famous failures / The Iceberg illusion Year 6 –Mathematical Mistakes	
British Values Year 5: What do you remember about British Values? Year 6: Democracy		British Values Year 5: Mutual Respect Year 6: Rule of Law		British Values Year 5: Tolerance of different faiths and beliefs Year 6: Individual Liberty	

British Values are also discussed in Key stage assemblies.

<http://www.nevillroad-jun.stockport.sch.uk/page/our-school-values/42774>

Equality and the Protected Characteristics



Circles and PSHE are one of the main vehicles used for achieving the school's equality objectives and embedding children's knowledge of the protected characteristics.

Both the PSHE and Circles curriculum make explicit reference to discrimination, diversity and equality.

Today we will watch a story about a boy called Jake.

How is he **similar** to you? Is this OK?

How is he **different**?
Is this OK?

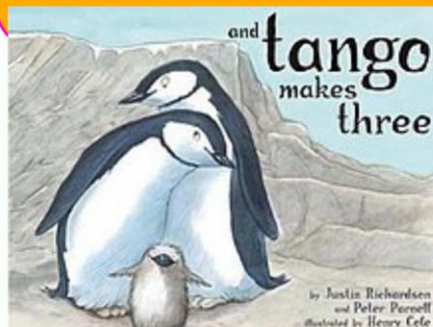


I'll also ask a few questions as we go along.



We are going to listen to a story about 2 penguins.

What do we know about Penguins?



What do you think the story might be about?

Check out... Listen to the story what will your take away learning be?

[It Feels Good to be Yourself - A Book About Gender Identity - YouTube](#)



Restorative Approaches

Nevill Road Junior School is a restorative school. We believe firmly that our restorative approaches and practices provide the foundation to build, maintain and repair **relationships** positively with the whole school community. As a result, every member of our staff team has regular training in the values of Restorative Approaches and how to use restorative meetings to support children.

Children learn about restorative approaches through their day-to-day interactions with each other and also through Circles, PSHE lessons and assemblies.

Our Year 6 Restorative Ambassadors work closely with the midday staff to ensure that play times are happy and incident free.

Nevill Road Junior School is also a Showcase School for the Bramhall Cluster with whom we work closely to share good practice.

To find out more about Restorative Approaches please go to www.restorativestockport.co.uk



Monitoring and Evaluation

- Subject leaders are periodically allocated time to have a 'Deep dive review' This can involve reviewing planning, lesson looks, book scrutiny and pupil voice.
- Staff meeting time is also given over to PSHE initiatives such as My Happy Mind.

Date: November 2022

Subject: PSHE (Curriculum time November 2022)

Intent - What do you want to see? What are your expectations?

From June 2022 deep dive

- Ensure curriculum is followed and covered to adequate depth.
- Ensure learning is captured frequently so it can be evidenced
- Ensure coversheets and pre learning tasks are used consistently
- Ensure key vocabulary from the PSHE curriculum is used and understood by children.
Refer to this in lessons
- Ensure recording is consistent and learning is presented to a high standard.

In addition

New Circles curriculum (introduced Autumn 2022) is being followed

Summer Assessments have been completed

How is work being adapted to meet the needs of all children (SEND)

Assessment and Data

At the start of each term, pupils will complete a pink pre-learning task which asks them questions about their upcoming topic.

At the end of term, pupils will complete a post-learning task to help their teachers assess learning over time.

PSHE Pre and Post Learning Tasks
Year 5 Autumn

Relationships
(Feelings and Emotions, Healthy Relationships, Difference)
collaborate, compromise, conflict, peer pressure

Think of a feeling.

How would you know that someone was feeling that way?

What can you tell me about other feelings?

Think of two other children in your class.

What are their skills or strengths?
How do these skills benefit the class as a whole?

Why is it important to see things from other people's point of view?

Do you understand that not everyone feels the same as you? What do you think about this?

Sad.

By the look on their face, how they act and how they walk. They might slump on their chair. If they're happy they would smile, skip and be excited.

Katie - Strength - Being kind and happy all the time.
Katie - Skills - Cheering people up.

PSHE Pre and Post Learning Tasks
Year 5 Autumn

Relationships
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What can you tell me about other feelings?

Think of two other children in your class.

What are their skills or strengths?
How do these skills benefit the class as a whole?

Why is it important to see things from other people's point of view?

Do you understand that not everyone feels the same as you? What do you think about this?

Sad

You can see it when someone is crying, slumping or walking slowly looking down.

Happy

You can see when someone is happy by the expression on their face (when they smile) and if they skip.

Susie and Isla W,

Their skills are intelligence and their strengths are being kind and being amazing at art. These benefit the class to be a whole since they can help people so they can help people until everyone helps everyone.

It's important to see other people's point of view because then you can

Assessment and Data

Teachers also complete a termly assessment grid to show children's knowledge and understanding in PSHE.



PSHE Assessment (Autumn)



PSHE Assessment	Year: 4	Autumn Term	Number in Cohort:
<p>Unit of work: Relationships (Feelings and Emotions, Healthy Relationships, Difference)</p> <p><u>Knowledge and Skills</u></p> <p>Can I recognise when it is appropriate to keep a secret? Can I explain this?</p> <p>Can I can listen to others and respond appropriately?</p> <p>Do I respect personal space? Do I understand why this is important?</p> <p>Can I explain the meaning of diversity?</p> <p><u>Key Vocabulary:</u></p> <p>Secret, appropriate, personal space, physical contact, diversity</p>	Emerging/ Developing	Expected/ Secure	Shows a strength in this subject
	Child A	Child B	Child C

Impact as a leader.

What I found out	What I did	Impact
Curriculum was outdated and not fit for purpose	<p>Rewrote the school PSHE curriculum, setting out clear progressive objectives for each year group centred around 3 core topics (Relationships, Living in the Wider World and Health and Wellbeing)</p> <p>Introduced clear, simple assessment system.</p>	PSHE is now a 'gold' standard subject within school. Assessments are being completed
Existing curriculum did not take into account statutory relationships and health education	Embedded required relationships and health education curriculum into our PSHE and Circles curriculum	<p>As above.</p> <p>In June 2022, a pupil voice survey showed that children enjoy and learn new things in Circles lessons at Nevill Road Junior School.</p>
Circles lessons were being delivered on an ad-basis	Designed and updated a Circle Medium term plan for all staff. This included key values such as ASPIRE, Equality and Diversity and British Values	Teachers now know what to plan and cover in Circles lessons across school
Lack of clarity regarding relationships a education and sex education.	<p>Wrote and ratified the school RSE policy which sets out how sex education will be taught in school and parent's right to withdraw</p> <p>Launched the Christopher Winter Teaching SRE in Primary Schools Scheme</p>	<p>Staff are now more confident delivering Sex Education lessons.</p> <p>Staff are now more confident delivering relationships education lessons.</p>
Children needed a greater understanding of mental health and wellbeing	Implemented My Happy Mind across school in January 2023	<p>At the end of module 1</p> <p>100% of teachers said that Meet Your Brain has helped their class understand their brains</p> <p>89% of teachers say that most of their class have benefitted from Happy Breathing</p>

Strengths of PSHE and Circles at Nevill Road.

- We have a detailed, progressive and adaptable curriculum that meets the needs of our children.
- There are clear assessment guidelines and objectives for each unit.
- We use restorative approaches to manage relationships and manage conflict consistently across school.
- Our Circles curriculum embeds our school values and gives children time to explore British Values, Growth Mindset and Equality and Diversity.
- Our children enjoy PSHE and Circles and feel the lessons are relevant to them.
- Our restorative ambassador team from Year 6 work tirelessly to look after and support other children across school.

Next Steps

- To continue to monitor PSHE planning, lessons and books
- To ensure that all staff plan PSHE lessons that follow the agreed lesson structure, including a 'Can You Still?; activity and key vocabulary.
- To keep up to date with new initiatives through regular CPD
- Join the PSHE Association
- To ensure that our curriculum celebrates difference, particularly surrounding LGBTQ+ by....
- joining the Stockport LGBTQ+ coaching network (April 2023 onwards)
 - exploring units of learning prepared by the Proud Trust.
 - exploring the Rainbow Flag award