



Nevill Road Junior School PSHE Policy – updated May 2023

Intent

Why do we teach this? Why do we teach this is 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 Sex Education 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, PSHE books may be used.

The PSHE curriculum is themed around three core areas

- 1) Relationships (Feelings and Emotions, Relationships and Difference)
- 2) Living in the Wider World (Rights and Responsibilities, Environment, Money)
- 3) Health and Wellbeing (including Healthy Lifestyles, Keeping Safe and Growing and Changing - which includes Sex Education)

PSHE lessons are taught weekly by the class teacher and may last for approximately thirty-five minutes. Lessons involve children discussing and reflecting upon issues selected from the three core areas. Lessons may also be used to discuss and reflect upon national initiatives such as Anti-Bullying Week and Safer Internet Day. In addition, PSHE (and Circles) lessons are one of the main vehicles used to embed children's knowledge of British Values and the nine protected characteristics outlined by the Equality Act 2010.

Lesson plans are selected from a number of sources including the Christopher Winter Project (for Relationships and Sex Education), DATE (Drug, Alcohol and Tobacco Education), Common Sense Education (Digital Literacy) and the PSHE association. Where appropriate, teachers will find cross curricular links with other subjects, including for example, PE, Science and Computing

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 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.

The PSHE curriculum is also delivered through Circles sessions. The main focus of Circles lessons is selected from the Circles Medium term plan (which includes Restorative Approaches, valuing difference and Growth Mind-set) but sessions may also be used to discuss national initiatives or appropriate topical issues. Each class starts their week with a Circles discussion on a Monday morning. This is to allow children to reflect on the past week and talk about any worries they may have.

Class teachers may choose to have additional Circles discussions over the course of the week. Typically, these will be in response to an incident that has happened that week, for example conflict between children or national initiative.

A typical Circles lesson at Nevill Road Junior School will last for twenty five minutes, which means children enjoy approximately one hour of PSHE and Circles combined each week. Circles sessions lessons are structured as follows...

- 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

In accordance with guidelines issued by the PSHE association (PSHE Association programme of study 2017), assessment in PSHE is ipsative. This means assessing what pupils know at the start of a series of lessons, teaching the lessons and assessing what they have learned afterwards.

Impact

What will it look like by the time children leave school and at the end of each academic year?

At Nevill Road Junior School, learners will build upon the essential skills and attributes developed during Key Stage 1 and become ready for the next stage of their learning journey. While the three core areas of the PSHE curriculum remain the same, the curriculum is adjusted to allow for children's increased maturity and personal and social development - we recognise that the situations and challenges faced by a child during Year 6 are different to those faced by a child in Year 3. We also recognised the need for children to discuss PSHE issues using the correct vocabulary.

Through the PSHE curriculum, children will develop their character, including their resilience, confidence and independence. They learn about the importance of keeping mentally and physically healthy, and to understand difference, appreciate diversity and to consider their impact on the environment. Through PSHE, we prepare children for life in the modern world by giving them the skills and understanding they need to become responsible, resilient and active citizens who contribute positively to society. Finally, we help children to celebrate what people have in common and teach them to respect others, including the different protected characteristics defined by law.



PSHE Provision Map

EHCP
SEN Support
1
1-1 TA Support
External agency involvement
— HYMS, Primary Jigsaw
Use of Social Stories
Additional adult check ins

Individualised

One page profile,
Personalised curriculum opportunities e.g. shopping trip
Additional pre / post teaching if related to SEND needs

Targeted

Over-learning of key vocabulary , particularly that linked to safeguarding

Pre and post learning tasks used
Flexible approach to recording—photographs, mind-maps, adults as scribe, drawing and writing

PSHE Circles lessons have consistent structure—Check in, mixer, main lesson, energiser, check out

Spiral curriculum -topics repeated yearly group- Relationships, Living in the Wider World, Health and Wellbeing

Ground rules stressed in lessons—no judgement, right to pass (not speak), listening to others, agree to disagree

Universal Offer

Differentiation by support, task or outcome
Use of visual images to support learning as appropriate—for example, pictures to support emotions
Use of talking objects, lollipop sticks, targeted open questions. TA Support where appropriate

Vocabulary displayed and discussed in each lesson
Verbal praise, feedback recognises praise and effort,
Additional, reactive Circles used to discuss class issues.

Use of co-operative learning, DEAL when acting out scenarios and talk partners,
Concepts fundamental to other areas of the curriculum (growth mind-set, restorative approaches are explicitly taught

Key life skills—risk management, friendships / relationships, managing money, keeping healthy are explicitly taught and discussed.

Possible Indicators

SEND target's suggest social / emotional need
Struggling with social situations / applying learning to real situations
Termly assessments show child is not reaching expected standard