

PSHE at Holdbrook



Intent

At Holdbrook Primary School we believe that PSHE is an integral part of every child's education as it enables them to develop into confident, happy citizens. The aim is to promote personal development in a structured and developmentally appropriate way in order to give children the knowledge, understanding and skills required to make safe and informed decisions. Our curriculum will prepare children to be a well-rounded citizen in a diverse society and equip them with experiences and opportunities for later life. We enable children to grow their sense of self-worth by encouraging them to work collaboratively with others and to play a positive role in contributing to school life and the wider community.

Our Curriculum encourages:

- Development of communication skills to enable children to confidently share their views and opinions.
- Understanding of how to deal with modern issues and where to seek advice and support.
- Appreciation of differing viewpoints.
- Developing a sense of self-worth.
- Resilience and making positive well-informed decisions.
- A genuine interest in understanding themselves and others.
- Subject specific vocabulary

Implementation

In order to meet the National Curriculum aims for PSHE we have adopted the Kapow scheme of work.

We use this scheme to develop knowledge skills and understanding in the areas of:

- Family and relationships
- Health and wellbeing

Impact

The expected impact of following our PSHE curriculum is that children will:

- Look after their own mental health and ask for support when needed.
- Demonstrate kindness and respect towards themselves and others.

- Safety and the changing body
- Citizenship
- Economic well being
- Identity (year 6 only)

Kapow is a spiral scheme of work meaning that key concepts are presented repeatedly with deepening layers of complexity allowing children to continuously build on prior learning.

The lessons are based upon the statutory requirements for Relationships and Health education but where lessons go beyond these requirements they refer to the PSHE Association Programme of Study which is recommended by the DFE.

The scheme supports the requirements of The Equality Act through direct teaching, for example learning about different families, the negative effects of stereotypes and celebrating differences , in addition to the inclusion of diverse teaching resources throughout the lessons. There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for nutrition, teeth and growing.

The role of parents and carers is recognised and Kapow provides guidance on how to work with them and include them in the learning process.

- Know who they can trust and rely on.
- Take responsibility for their actions.
- Be able to maintain a healthy lifestyle
- Be able to recognise, understand and regulate their own emotions.
- Recognise differences and have an understanding of diversity.
- Recognise and apply the British Values
- Demonstrate self confidence and self-esteem.
- Maintain healthy relationships with peers and adults.
- Be equipped to be a member of a diverse, multicultural society.

Children will be able to utilise their learning within their daily lives, from dealing with friendships to resilience to making healthy choices and knowing where and how to get help when needed.

The impact of our PSHE curriculum will be monitored through discussion with pupils, gathering evidence of written work and ongoing discussion with colleagues. Assessment during PSHE lessons will ensure that pupils are building on their skills and knowledge over time. Activities included within lessons will give students the opportunity to self-assess and identify areas for further improvement.

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| | <p>At the end of each unit an Assessment quiz will be completed to identify any gaps in learning that need to be addressed further. Knowledge catchers can be used at the start of a Unit to determine what children already know and then revisited at the end of the unit to demonstrate progression.</p> |
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Assessment

Kapow contains both formative and summative assessment opportunities. The clear learning objective supports teachers to assess how well the progression of skills and knowledge have met outcomes.

Formative Assessment:

Each lesson begins with the 'Recap and recall' section which intends to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. This sections also provides teachers with the opportunity to make informal judgements about whether pupils have retained prior learning. Each lesson contains the 'Assessing progress and understanding' section which helps teachers to identify pupils who are secure in their learning or working at a greater depth in each lesson.

Summative Assessment:

Each unit has accompanying assessment quizzes to support the teacher in checking the key knowledge and skills from the unit, has been retained. All units have a Knowledge catcher - mind map which can be used at the start and/or end of the unit.

Monitoring

- To oversee curriculum planning and progression within PSHE.
- To observe teaching of PSHE lessons and where necessary teach example lessons.
- Book looks
- Pupil voice
- To support colleagues with the planning, implementation and assessment of PSHE.

Marking & Feedback

Feedback will be based on the learning objectives and will be constructive and valuable. It will highlight successes as well as enabling children to reflect and improve.

- Often feedback will take the form of verbal feedback.
- Correct work is marked in pink.
- Next steps are marked in green.

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| <ul style="list-style-type: none"> ● To liaise with colleagues about ideas for best practice and areas for improvement. ● To ensure that all resources required for the teaching of PSHE are available. ● To monitor and evaluate the progress in PSHE. ● To consistently take action to drive improvement in PSHE. ● To ensure a range of enrichment opportunities are provided to inspire children's learning. ● To liaise with appropriate bodies such as: local schools, governors, the local authority with matters to do with PSHE. | <ul style="list-style-type: none"> ● On the completion of each unit children will have the opportunity to reflect on the progress they have made. ● Work will clearly indicate if it was completed independently, with a partner, with support or as a class. ● Mini plenaries will be used to address misconceptions during lessons. ● Lesson plans will be annotated where necessary. |
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EYFS

PSHE in the Early Years Foundation stage is most significantly linked to the personal, social and emotional development areas of the EYFS curriculum. The EYFS section of Kapow PSHE shows how each enquiry contributes to the specific early learning goals.

The areas covered are:

- Self regulation: My feelings
- Self regulation - Listening and following instructions
- Building relationships - Special relationships
- Building relationships - My family and friends
- Managing self - Taking on challenges
- Managing self - My wellbeing

The sessions include whole class or group inputs, which are inclusive and engaging, followed by continuing the learning through both adult-led and child-led creative activities.