

Askwith Primary School

PSHE rationale

PSHE (personal, social, health and economic) education plays a vital role in the education of all children. It enables them to develop the necessary knowledge, skills and attributes required to manage their lives both now and in the future; thus preparing them to become active citizens in modern Britain.

'A growing body of [research](#) shows that pupils who are emotionally healthy do better at school. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. PSHE education also helps pupils to develop skills and aptitudes — like teamwork, communication, and resilience — that are crucial to navigating the challenges and opportunities of the modern world, and are increasingly valued by employers.'

PSHE Association

Our planning, teaching and assessment of the curriculum is informed by the nine principles of cognitive science (Daniel Willingham). This includes the 'must haves' or the end states in the child's mind and the 'could dos' or the teacher behaviours that alter the states in the child's mind. In PSHE, we recognise the 'must haves' as the knowledge of the three core themes: relationships, living in the wider world and health and wellbeing. We recognise the 'could dos' as sequenced lessons in PSHE of the essential knowledge, the explicit teaching of vocabulary and abstract concepts, retrieval practice for knowledge and interleaving.

Having an understanding of the three core themes of PSHE is integral in enabling all children (including SEND, EAL, PP and vulnerable children) to develop an understanding of themselves and others and will support their future towards becoming active citizens.

At Askwith Primary School, we believe that all children's education begins in Early Years. As a result, our curriculum offer for PSHE begins in Early Years and is directly linked to the prime areas of learning, particularly in relation to children's personal, social and emotional development (PSED). It is aligned to the Early Years Framework and shows the sequential steps of essential knowledge acquired from Reception to Year 6.

'Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

EYFS Statutory Framework, 2021

Our children's mental health is as important to their safety and wellbeing as their physical health. It can impact on all aspects of their life, including their educational attainment, relationships and physical wellbeing. As they grow and change, children are constantly reacting to what is going on around them. Many of those reactions are positive - but

sometimes things can feel confusing or upsetting, leading to a change in their behaviour. Therefore, during these unprecedented times, we continue to place even greater importance on our children's mental health and wellbeing.

Intent	Implementation	Impact: to be reviewed at the end of the year
All knowledge from 2020-2021 is embedded for all year groups.	<ul style="list-style-type: none"> All knowledge checks for all pupils include connected knowledge from the previous units of learning in order to ensure there are no gaps or forgotten knowledge All gaps or forgotten knowledge to be addressed prior to teaching new knowledge 	
The planning, teaching and assessment of the PSHE curriculum is informed by the nine principles of cognitive science (Daniel Willingham).	<ul style="list-style-type: none"> Blocking allows pupils sufficient time to become fluent in their scientific knowledge Mini knowledge checks and knowledge checks ensure that this knowledge is embedded in their LTM Planning and learning journeys consider the essential knowledge and how to guide the pupils' thinking Working memory capacity is considered when planning and teaching The acquisition of new vocabulary is key and will be carefully considered when planning and teaching Units of work are planned to ensure that they build on existing knowledge in order to construct a good, new understanding of substantive knowledge. In addition to this, disciplinary knowledge is developed through pupils interpreting and applying new knowledge to their own lives Pupils articulate how they know more, remember more and therefore do more Instil a growth mindset ethos which talks about successes and failures in terms of effort rather than ability 	
PSHE is taught through deliberate practice in a supportive environment which enables pupils to improve their	<ul style="list-style-type: none"> Rolling programmes are carefully planned to show progression in knowledge for each class, and to 	

<p>fluency leading to mastery and an alteration to their LTM.</p>	<ul style="list-style-type: none"> • build knowledge from one class to another • PSHE is a spiral curriculum in which the three key areas are taught on a cycle with increasing depth at each revisit • Pupils given opportunities to deliberately practise newly acquired knowledge • Prior knowledge to be re-visited before new ideas are introduced. Misconceptions are diagnosed and discussed • Planning demonstrates how pupils will know more about life in modern Britain • Planned enhancements in all subjects take into account the need for diversity and inclusion 	
<p>Pupils feel secure in returning to 'normal'.</p> <p>Online safety is a priority.</p>	<p>Pupils' mental/physical health prioritised:</p> <ul style="list-style-type: none"> • pupils given time to become secure in new routines • meetings with parents early in autumn term to discuss how pupils have settled back in • Greater insight into pupils' online experiences out of school: pupil and parent questionnaire • Online safety sessions with local police (01/10/21) • UK Safer Internet Centre training for staff and parents (22/09/21) • Assembly/family group timetable/themes 	
<p>Full PSHE/statutory RSE curriculum is embedded throughout the school.</p>	<ul style="list-style-type: none"> • Planning takes into account missed learning 2020-2021 (Living in the Wider World) and will be integrated through appropriate units of essential knowledge 2021-2022 	

PSHE curriculum: why this, why now?

We recognise the right for **all** pupils to have access to a PSHE education which meets their needs. Askwith Primary School's PSHE curriculum supports pupils to thrive in a time of rapid change. With new and unpredictable opportunities and challenges constantly emerging, we

plan units of essential knowledge based on the three core themes, each of which are divided into three key areas.

Relationships	Living in the wider world	Health and Wellbeing
<ul style="list-style-type: none">• Families and friendships• Safe relationships• Respecting ourselves and others	<ul style="list-style-type: none">• Belonging to a community• Media literacy and digital resilience• Money and work	<ul style="list-style-type: none">• Physical and mental wellbeing• Growing and changing• Keeping safe

The PSHE curriculum is a spiral curriculum based on a two-year rolling programme. Assemblies, global themes and family groups offer the opportunity to explore concepts from the three core themes further and allow children to share their knowledge. Assemblies are planned termly with links to PSHE and mental health identified.

It is vital that pupils have the opportunity to explore their attitudes, values and beliefs about these issues and to develop the skills, language and strategies necessary to manage such issues should they encounter them.

Teaching will consider the age, ability, readiness and cultural backgrounds of children to ensure that all can fully access PSHE education provision.

The monoculture of Askwith could be viewed as a challenge, this will be addressed throughout the PSHE curriculum/assemblies/global themes/family groups to help children to understand the similarities and differences between people, their opportunities and potential challenges that they may face.

Relationships and Sex Education (RSE)

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

It is statutory for all children in primary schools to receive Relationships and Health Education that complements, rather than duplicates, any content covered within the curriculum (see Askwith Primary School's Relationships and Sex Education policy). Our school PSHE curriculum is comprehensive and incorporates all of the statutory aspects of Relationships and Health Education.

The main aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils to develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Substantive and disciplinary knowledge in PSHE

Substantive knowledge in PSHE is threaded throughout each of the three core themes. It is the essential knowledge and skills that children need to understand in order to develop the qualities and attributes needed to thrive as individuals, family members and members of society. Related vocabulary is taught explicitly.

Disciplinary knowledge in PSHE is the interpretation of themselves and how to support themselves and others through applying the substantive knowledge to their own lives and to changes. The children will be provided with opportunities to make their own choices and will be able to evaluate what they have learnt.

Creativity

Creativity within PSHE is making connections, problem solving and creative thinking in order to support themselves and others. It focuses on the children's views of themselves and prepares them for the future.

Spiritual, moral, social and cultural (SMSC) and Fundamental British Values

SMSC will be threaded throughout assemblies, family groups and formal lessons of PSHE.

Spiritual in PSHE will support the children to become reflective about their own experiences, what they know and believe. It will support them to show an enjoyment of learning about themselves and others.

Moral in PSHE will support the children to recognise the difference between right and wrong and use this within their day to day lives. They will understand that actions have consequences.

Social in PSHE will support the children's social skills in different environments and will develop their confidence and willingness to participate in a range of things.

Cultural in PSHE will support the children's understanding and appreciation of different cultures within school, Britain and the wider world.

British values is an integral part of PSHE and will be threaded through PSHE lessons, assemblies, global themes and family groups.

Lesbian, Gay, Bisexual and Transgender (LGBT)

At Askwith the teaching of LGBT will be integrated into all areas of PSHE, family groups and assemblies where appropriate. Discussions around LGBT will also be integrated, where appropriate, into learning around the core theme of relationships.

"In teaching Relationships Education, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum."

(DFE 2019 - RSE Statutory Guidance)

Assessment in PSHE

The essential knowledge, skills and attributes of PSHE are difficult aspects of learning to assess. It is challenging for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular unit of essential knowledge. Such personal reflection in PSHE education lessons is essential. As a result, ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing knowledge build-up in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment.

Assessment in PSHE consists of a knowledge check in the form of questions, a mind-map, spider diagram or discussions. These will help to identify any connected knowledge and address any misconceptions that the children may have. Children will then check their new knowledge regularly within lessons either through mini knowledge checks or group discussions.

Approximately two weeks after the end of a unit, children will repeat their knowledge check and/or revisit their initial mind-map or spider diagram, using a different colour to add their new knowledge and to correct any previously recorded misconceptions. Two further knowledge checks will take place approximately six weeks and then twelve weeks later in order to embed essential knowledge in their long term memory. Any forgotten knowledge or gaps in children's knowledge will be identified and will be addressed immediately.