

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. PSHE is a vehicle by which the pupils of Askwith Primary School can build character.

'A growing body of research (<https://pshe-association.org.uk/our-vision/evidence-and-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. Our intent is that the children know more, remember more and therefore do more. To this end, it is vital that building our pupil's characters so that they are responsible, respectful, resilient and robust is an embedded part of our ethos which permeates all aspects of our school and wider curriculum.

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

Our pupils' 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
<p>All knowledge from 2021-2022 is embedded for all year groups</p>	<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 • Assemblies family groups and Global Themes provide opportunities for pupils to deliberate practise connected and knew knowledge • Opportunities for daily reflection across all key stages
<p>The PSHE curriculum starts in Early Years</p>	<ul style="list-style-type: none"> • Planning demonstrates the sequential steps of essential knowledge acquired from Reception to Year 6 • The PSHE curriculum is aligned to the Early Years framework
<p>Monitoring and evaluation continues to be robust and role of TAs developed in this process</p>	<ul style="list-style-type: none"> • No more marking approach to PSHE • Work scrutiny • Drop-ins planned • Timetabled lesson studies for TAs
<p>The planning, teaching and assessment of the PSHE curriculum is informed by the nine principles of cognitive science (Daniel Willingham)</p>	<ul style="list-style-type: none"> • Blocking allows pupils sufficient time to become fluent in their knowledge of the key features of PSHE • Planning demonstrates an obvious progression of skills and knowledge throughout the school • Pupils have the opportunity to deliberately practise newly acquired 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

All staff have an up-to-date knowledge of dialogic/cognitive science principles throughout the school

PSHE is taught through deliberate practice in a supportive environment which enables pupils to improve their fluency leading to mastery and an alteration to their LTM

Relationships/Living in the wider world
Online safety is a priority

Full PSHE/statutory RSE curriculum is embedded throughout the school

- 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
- Curriculum meets the needs of all pupils; pupils are provided with the appropriate level of challenge
- 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 (4Rs)
- Training programme for all staff
- Series of lesson studies for TAs
- Rolling programmes are carefully planned to show progression in knowledge for each class, and to 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
- Pupils given regular opportunities to consider the views of others and articulate a reasoned response
- Connected 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
- Greater insight into pupils' online experiences out of school: pupil and parent questionnaire
- Online safety sessions with local police
- Internet safety poster emailed to parents
- Assembly/family group
- timetable/themes
- RSHE curriculum agreed by all staff
- Vocabulary agreed by all staff
- Governors agreed curriculum
- Curriculum materials shared with
- parents prior to teaching
- Parents given opportunities to ask
- questions/withdraw pupils from relevant aspects

Reading is prioritised in PSHE

Askwith is a sharing school

Writing is valued/prioritised in PSHE

Oracy is taught deliberately, explicitly and systematically across the school and throughout

Further develop pupils' understanding of how feedback contributes to knowledge build up and positive attitudes to learning

Enhancements/leadership opportunities reflect needs 2022-2023 including living in modern Britain

Health and Wellbeing

Pupils' have a good knowledge of how to stay physically and mentally healthy

- Opportunities are given across all year groups for reading (see table). For example, age appropriate scenarios relating to a PSHE unit of knowledge studies

Sharing is prioritised:

- sharing ideas (dialogic approach)
- sharing books (weekly book share sessions)
- sharing homework (weekly sessions)
- sharing worries - trusted adults, worry box, class worry system

- Transcription opportunities are planned into each unit
- Expectations of composition are the same across all curriculum areas

- Family group focus - children to discuss learning in PSHE

- Work scrutiny focuses on examples of high quality feedback
- Pupil discussions re: how is the feedback helping them?
- Pupils present the impact of feedback to Parents/LGB
- CEO/governors question pupils on the impact of feedback

- All children are given the opportunity to be leaders:

- class rep
- member of the eco committee
- member of the community committee
- buddy system

- Rolling programme of visits and visitors

- Monitor half-termly fitness checks (30 minutes of fitness incorporated as part of warm-ups per week)
- Discuss positive mental health in Family Group sessions
- Timetable mindfulness club to encourage positive mental wellbeing
- Apply for Mental health for Primary Schools Award
- Apply for Primary Leadership Award (Harrogate Schools' Sport Partnership)
- Apply for Games Mark Award
- Keep parents and governors updated re: pupils physical/mental health

<p>Living in the Wider World Further develop opportunities for pupils to actively demonstrate citizenship at all levels</p>	<ul style="list-style-type: none"> • Establish international school link with the British Council (Hanoi -Vietnam) • Invite local community to school based Productions • Develop links with the charity - Open Arms Malawi • Eco-committee to work towards The Green Flag Award • Keep parents and governors updated re: pupils' personal development
<p>Increase leadership opportunities across the school for all pupils</p>	<ul style="list-style-type: none"> • Y6 Harlow Carr visit and then teach family groups • Y6 reading ambassadors to run Reading Cloud • Re-introduce Y2 - R buddy system • Timetable KS2 pupils to lead lunchtime clubs • Keep parents and governors updated re: pupils' personal development
<p>Health and Wellbeing - transition Further develop pupils' readiness for their next steps</p>	<ul style="list-style-type: none"> • Further develop transition policy- SEND/PP/vulnerable focus in particular • Timetable current N to prepare for R during summer term: focus sessions taught by OB/ time in focus area • Establish French links from KS3 IGS and PHGS re: transition (EN) • Further develop KS3 Science link • Increase opportunities for pastoral curriculum based transition from Y2-Y3 • Questionnaires to Y7 pupils • Establish more transition opportunities with main secondary schools: • extra visits for SEND/vulnerable pupils • more opportunities for Askwith to be part of feeder family of schools • Keep parents and governors updated re: transition opportunities
<p>PSHE rationale is updated where relevant</p>	<ul style="list-style-type: none"> • Evidence informed practice continues to inform effectiveness of art rationale

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

Spiritual, moral, social and cultural attributes are developed in our pupils throughout the PSHE curriculum:

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

Spiritual education in PSHE involves pupils becoming more reflective about their own experiences, what they know and believe. It will support them to show an enjoyment of

learning about themselves and others and an awe and wonder of the diverse world that they live in.

Moral education in PSHE involves pupils recognising the difference between right and wrong and how this can be utilised within their day-to-day lives. They will understand that actions have consequences. Pupils are given the opportunity to explore moral dilemmas about right and wrong, good and bad etc. They are able to make personal responses whilst considering other peoples' responses to moral issues.

Social education in PSHE involves the development of the pupils' social skills in different environments which will improve their confidence and willingness to participate in a range of things. A developing awareness of the similarities and differences between groups of people and different cultures is reflected in their relationships with others and their ability to work together co-operatively.

Cultural in PSHE involves the pupils developing their understanding and appreciation of different cultures within school, Britain and the wider world thus embracing diversity. The pupils are given the opportunity to learn what it means to belong, to develop confidence in themselves and be able to respond positively to similarities and differences in our multi-faith and multi-cultural society.

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

Vocabulary in PSHE

Our dialogic approach is integral to our practice. All classrooms are language-rich and support children to develop their bank of vocabulary and language. All teachers know that there are different tiers of vocabulary and that vocabulary can be vertical and horizontal in meaning. Alongside our dialogic approach, each classroom consistently displays tier two vocabulary that comes from classroom dialogue on 'What Do Words Mean?' displays and each topic display board includes key words. This tends to be subject-specific, tier three vocabulary. The vocabulary for each unit of knowledge is identified and pre-planned including previously taught vocabulary and current vocabulary (see essential knowledge overviews). This vocabulary is discussed as it arises within the context of the lesson in all years and the vocabulary is also taught/reinforced during weekly vocabulary sessions in years 1-6. All classrooms are literature-rich and high-quality topic books/texts are chosen to provide reading opportunities within each unit of knowledge.

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)

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 our pupils 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. Substantive knowledge can be categorised as declarative knowledge - the 'know what' and procedural knowledge - the 'know how'. In PSHE, declarative knowledge is the skills of enquiry such as asking and answering questions in order to understand the world around them. Substantive knowledge is built over time by repeating, linking and extending knowledge any 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. It requires a meta-cognitive approach. The children will be provided with opportunities to make their own choices and will be able to evaluate what they have learnt.

Stretch and Challenge

Dame Alison Peacock tells us in her book *Assessment for Learning without Limits*, we can get it very wrong when "false, limiting assumptions are made about children's capacity to learn."

There is no national definition of 'most able'. Abilities are not fixed and the situation is always fluid. In every primary classroom, there will always be a wide range of abilities that change over time. We believe, therefore, that when 'stretching and challenging' our pupils, it is vital to do so within an ethos of high expectation and knowing our pupils well. This enables our planning to be focused and therefore effective in meeting the needs of all pupils.

Reading opportunities in PSHE

Reading underpins our entire curriculum. Key texts and pieces of information are carefully selected ensuring that the content and reading age are appropriate. Key texts are on display and made available for the children to access during daily 'reading for pleasure' time. The table below demonstrates the range reading opportunities in PSHE:

Class/year group	Area of essential knowledge	Examples of reading
4: Y5/6	Relationships Living in the wider world Health and wellbeing	<ul style="list-style-type: none"> • Scenario cards • Adapted text re: peer pressure (ChildNet) • Adapted text re: conflict and compromise • Young Citizens - challenging stereotypes • Adapted text re: infectious disease • NYCC materials re: puberty and sex education •
3: Y3/4	Relationships Living in the wider world Health and wellbeing	<ul style="list-style-type: none"> • Scenarios relating to conflict resolution (adapted from BBC Bitesize) and bullying • Adapted materials related to advertisements (posters, slogans) • Adapted information text from 'Every Mind Matters' NHS
2: Y1/2	Relationships Living in the wider world Health and wellbeing	<ul style="list-style-type: none"> • Decodable captions/sentences aligned. • Scenarios adapted to be phonetically decodable to match need. <p>Key vocabulary from progression documents</p>

1: N/R	UW People, culture and communities	The great big book of families (Mary Hoffman) Look inside jobs (Lara Bryan) Jobs people do (DK)
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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. Time for self-reflection is planned across all key stages.

Enhancements

Each year, a programme of enhancements is created. Alongside this, a series of visits and visitors are planned to enhance the children's knowledge and cultural capital.

	2020-2021	2021-2022	2022-2023
Visits	Y5/6 Forbidden Corner: team building	Y5 Nell Bank: team building	
Visitors	<p>Whole school: Great Britain Wheelchair Rugby Athlete, Ayaz Bhuta</p> <p>KS2: Keeping mentally healthy: Konflux - mindfulness play-in-a-day</p> <p>Whole school: Keeping physically and mentally healthy: Jo Wicks 24 hour PE challenge</p>	<p>Whole school: Paralympian, Beverley Jones: Keeping mentally and physically healthy</p> <p>Whole school: Online Safety presentation by the police</p> <p>Y5/6: Belonging to a community: Konflux - equality and diversity play-in-a-day</p> <p>Y3/4: Belonging to a community: Konflux - internet safety play-in-a-day</p> <p>Y1/2: Belonging to a community: Konflux - internet safety workshop</p> <p>Y5/6: COP 26: climate change event</p> <p>KS2: Yorkshire Water: water safety workshop</p> <p>Y5/6: Champion mindset zoom with Jenna Downing</p> <p>Whole school:</p>	<p>Whole school: Sports for Champions - athlete TBC</p> <p>KS2: Konflux - play-in-a-day (PSHE theme TBC)</p> <p>KS2: Belonging to a community: Online Safety presentation by the police</p> <p>KS1: Belonging to a community: Strangers presentation by the police</p>
Community		Tree planting Otley Carnival procession	Otley Carnival procession

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. Pupils 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, pupils 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 pupils' knowledge will be identified and will be addressed immediately.

Reviewed: September 2022