Askwith Primary School

PSHE rationale

"PSHE education is a planned, developmental programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives." (PSHE association 2017).

- It is very important that we do as much as possible to remediate the learning loss suffered by the missed months of schooling. In the first instance, assessment information should enable us to answer the following questions:
- 1. Have our pupils lost knowledge gained pre COVID-19? If so, how can this learning loss be mitigated?
- 2. Have our learners lost knowledge during closure/non-attendance? If so, how can this learning loss be mitigated?
- In PSHE, we have long term plans for 2020-2021 that address these areas of learning loss. Our aim is to use recalls of essential knowledge to assess knowledge gained pre COVID-19 in the first term and prior knowledge assessments to assess knowledge lost during closure throughout the first term. We aim to address any forgotten knowledge and misconceptions diagnosed from the pre COVID-19 knowledge recalls and ensure essential lost learning from school closure is secure before moving onto the teaching and learning of new knowledge.

Intent	Implementation	Impact: to be reviewed at the end of the year
- Mitigate any learning loss of knowledge gained pre COVID-19 - Mitigate any learning loss of knowledge due to school closure/non-attendance	- Recalls of knowledge gained pre COVID-19 at the beginning of the first term - Recalls of knowledge lost during school closure/non-attendance at the beginning of the first term. Prior knowledge assessments including connected knowledge will revisit knowledge lost that was gained pre COVID-19	

	and knowledge lost due to school closure/non-attendance	
• The planning, teaching and assessment of the PSHE curriculum is informed by the nine principles of cognitive science (Daniel Willingham)	• Planning and learning journeys consider the essential knowledge and how to guide pupils' thinking • Factual essential knowledge is taught before the skill • Working memory capacity and the alteration of long term memory is considered when planning and teaching (planned thinking time, recalls) • Connected knowledge, particularly knowledge of vocabulary is built on to deepen understanding • Prior knowledge is assessed, misconceptions addressed and new knowledge builds on pupils' connected knowledge • Pupils have opportunities to deliberately practise newly acquired knowledge • Pupils articulate how they know more, remember more and therefore do more • Instil a growth mind-set ethos by talking about successes and failures in terms of effort not ability	
• PSHE enables children to develop the attributes and	• Have a balanced curriculum that is	

qualities in order to thrive as an individual in society. Children will develop their knowledge and have an understanding of the three core themes of PSHE: relationships, living in the wider world and health and wellbeing. Mental health and wellbeing will to be threaded through these core themes and will be covered in lesson time, assemblies and family groups. As per the current guidelines, we are currently not meeting as a whole school for family groups. Instead, we are learning about the importance of citizenship, rights and responsibilities in class groups. The three core themes of PSHE will be taught within lesson time and aspects of these will also be covered within assemblies and family groups. PSHE is on a two-year programme, allowing there to be more depth in each area. As the children move through school, their learning will build upon their connected knowledge from the previous years. The Key Stage 2 children will support the children's learning and understanding within their family groups. Children will know about relationships and health education. By the end of Primary school, children will have developed fluency in their understanding of themselves and others and will know how to support their future and become an active citizen.

sequenced appropriately in order to develop the attributes and qualities needed to become an individual in society. PSHE is divided into three cores themes with each theme divided into three key areas. Some key areas are further divided into specific aspects. Parts of PSHE will be covered in assemblies and family groups where appropriate. An assembly timetable identifies these areas each term. The rolling programme is shown through the planning and the planning ladders. This will be shown through the assembly timetable, which highlights the links to PSHE and through the family group's books which are written in after every assembly and family group. All aspects of the Relationships and Health education are integrated into the comprehensive PSHE curriculum (see mapping grid below) A spiral approach to the PSHE curriculum ensures core themes are revisited and knowledge builds for pupils as they move through school, gradually expanding their knowledge, skills and attributes.

PSHE teaching

PSHE is split into three core themes, each of which are divided into three key areas. The key areas are divided into more specific aspects. These are outlined below. Vertical and horizontal progression of the core themes in and across year groups can be seen in the PSHE curriculum ladders. The assembly timetable also allows for specific opportunity to teach and revisit key aspects of the PSHE curriculum. Through deliberate practice, the aim is for children to know more, remember more and therefore do more.

Teaching will consider the age, ability, readiness and cultural backgrounds of children to ensure that all can fully access PSHE education provision. We recognise the right for all pupils to have access to PSHE education learning which meets their needs. For our school's PSHE education programme to support pupils to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging, we plan 'learning opportunities' linked to the three core themes. These core themes provide the context through which to develop the concepts, skills and attributes set out below. Although the specific content of PSHE education will constantly evolve as the world changes, these concepts are timeless. 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.

As stated by NAHT Union, "On the return to school children and young people will be bringing their experience of coronavirus and lockdown with them but some of their anxieties and concerns may shift to focus on their new circumstances." As a result of this, mental health and wellbeing will be threaded through all core themes of the PSHE curriculum, to support the impact of the current pandemic.

Relationships	Living in the wider world	Health and Wellbeing
• Families and close positive relationships • Friendships, behaviour and bullying • Safe relationships • Respecting self and others	• Shared responsibilities & communities • Media literacy and digital resilience • Economic wellbeing: Money • Economic wellbeing: Jobs	• Healthy lifestyles (physical wellbeing) • Mental Health • Keeping safe • Drugs, alcohol and tobacco • Ourselves, growing and changing

Essential Skills and Attributes developed through the Programme of Study

Personal effectiveness	Interpersonal and social effectiveness
1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mindset1 and managing strong emotions and impulses) 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 6. Self-organisation (including time management) 7. Strategies for identifying and accessing appropriate help and support 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)	1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others' right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think') 4. Skills for employability, including • Active listening and communication (including assertiveness skills) • Team working • Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) • Leadership skills • Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships of all kinds

Managing risk and decision-making (integral to all of the above)
1. Identification, assessment (including prediction) and management of positive and negative risk to self and others 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information) 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion) 4. Assessing the validity and reliability of information 5. Identify links between values and beliefs, decisions and actions 6. Making decisions

Relationships and Health Education

It is compulsory for all children in primary schools to receive Relationships Education and Health Education that complements, rather than duplicates, any content covered within the curriculum. Our school PSHE curriculum ladders are comprehensive and incorporate all compulsory aspects of Relationships and Health Education. The grid below shows where the key aspects of the statutory guidance Programme of Study learning opportunities are covered in key stages 1 and 2.

Relationships Education - expectations by the end of Primary School

Families and people who care for me	Pupils should know: • that families are important for children growing up because they can give love, security and stability R2 R6 • the characteristics of healthy family life, commitment to each other, including in times of difficulty protection and care for children and other family members, the importance of spending time together and sharing each other's lives R1 R4 R8 • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care H22 R3 R2 R7 • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up R3 R1 R6 • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong R4 R3 R5 • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed R5 R4 R9
Caring friendships	Pupils should know: • how important friendships are in making us feel happy and secure, and how people choose and make friends R6 R10 • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties R6 R11 • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded R7 R13 R14 • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right R8 R16 • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R9 R18
Respectful relationships	Pupils should know: • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs H22 R23 L4 L6 R32 R33 L6 • practical steps they can take in a range of different contexts to improve or support respectful relationships R6 R8 R33 R34 • the conventions of courtesy and manners R22 R33 • the importance of self-respect and how this links to their own happiness H21 H23 R22 R31 • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority R22 H22 R31 • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help R10 R11 R12 R19 R20 R28 • what a stereotype is, and how stereotypes can be unfair, negative or destructive L4 R21 L7 L8 L9 • the importance of permission-seeking and giving in relationships with friends, peers and adults R15 R17 R22 R26
Online relationships	Pupils should know: • that people sometimes behave differently online, including by pretending to be someone they are not R14 R23 • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous R12 R24 R30 R31 • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them R20 R24 R29 • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met R15 R24 • how information and data is shared and used online H34 L13 L14
Being safe	Pupils should know: • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) R17 R22 • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe R13 R18 R27 • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact R13 H45 R25 • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know R14 R15 R19 R24 • how to recognise and report feelings of being unsafe or feeling bad about any adult R20 R29 • how to ask for advice or help for themselves or others, and to keep trying until they are heard R20 R29 • how to report concerns or abuse, and the vocabulary and confidence needed to do so R20 R29 H45 • where to get advice e.g. family, school and/or other sources R20 R29

Health Education - expectations by the end of Primary School

Mental wellbeing	Pupils should know: • that mental wellbeing is a normal part of daily life, in the same way as physical health H1 H15 • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations H11 H12 H13 H!4 H17 • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings H15 H16 H19 • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate H18 H19 H20 H21 • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness H17 H16 • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests H19 H20 H24 H16 • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support H24 H27 R7 H24 R13 • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing R10 R11 R19 • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) H19 R12 H21 R20 • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough H24 H22
Internet safety and harms	Pupils should know: • that for most people the internet is an integral part of life and has many benefits L7 L8 L11 • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing H9 H13 • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private R10 R12 R30 L11 L15 • why social media, some computer games and online gaming, for example, are age restricted H28 H37 L23 • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health H34 H37 R20 L11 • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted L9 L12 L13 L14 L16 • where and how to report concerns and get support with issues online H34 H32
Physical health and	Pupils should know: • the characteristics and mental and physical benefits of an active lifestyle H1 H7 • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise H3 H7 • the risks associated with an inactive lifestyle (including obesity) H3 H4 H7 • how and when to seek support including which adults to speak to in school if they are worried about their health H10 H14
Healthy eating	Pupils should know: • what constitutes a healthy diet (including understanding calories and other nutritional content) H2 H3 H1 H6 • the principles of planning and preparing a range of healthy meals H2 H6 • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) H2 H2 H3 H6
Drugs and alcohol	Pupils should know: • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking H37 H46 H47 H48
Health and prevention	Pupils should know: • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body H5 • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer H8 H12 • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn H4 H8 • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist H7 H11 • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing H5 H9 H40 • the facts and science relating to allergies, immunisation and vaccination H6 H10
Basic first aid	Pupils should know: • how to make a clear and efficient call to emergency services if necessary H35 H36 H44 • concepts of basic first-aid, for example dealing with common injuries, including head injuries H35 H37 H43
Changing adolescent body	Pupils should know: • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes H25 H26 H30 H31 H32 H34 • about menstrual wellbeing including the key facts about the menstrual cycle H30 H31

The Department for Education identify that it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. Drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born, children in upper KS2 are prepared for the changes that adolescence brings.

In accordance with the relationships and health education curriculum integrated into the schools' PSHE curriculum, Year 6 have additional focus sessions to further deepen their knowledge in relation to:

- the key facts about puberty and the changing adolescent body, including physical and emotional changes
- the key facts about the menstrual cycle and menstrual wellbeing

PSHE Curriculum

The PSHE curriculum ladders are based on a two-year rolling programme. Assemblies and family groups offer the opportunity to explore concepts from the three core themes further and allow children to share their knowledge with their family group peers. Assemblies and the coverage of core themes are planned termly and links to PSHE and mental health will be made as appropriate.

The context of Askwith plays an integral part of PSHE, ensuring children are aware of their locality which will be explored in the key areas: rights and responsibilities: communities and environment. Although the monoculture of Askwith is a key challenge, this will be addressed throughout the PSHE curriculum to help children to understand the similarities and differences between people, their opportunities and challenges they may face.

Substantive and disciplinary knowledge in PSHE

Substantive knowledge in PSHE is threaded throughout each of the three core themes of PSHE. It is the essential knowledge and skills that children need to understand in order to develop as the qualities and attributes needed to thrive as individuals, family members and members of society. In doing this to ensure the essential knowledge and skills have been built, we have to consider of the working memory capacity of the child.

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. They will have opportunities to make their own choices about how to do something and will be able to evaluate what they have learnt and tried and how to improve for their future.

Creativity

Creativity within PSHE will be divided into 'Big C creativity' which is shown through the arts and drama that benefits others and 'Little c creativity' which is unique to them and is shown through making connections, problem solving and creative thinking. **Big C creativity** in PSHE will be through role play, posters and writing stories. Whereas, **little c creativity** in PSHE will be shown through developing and deliberately practising strategies to support themselves and others and preparing children to solve problems they may face in the future. But most importantly, it will be shown through helping the children to find their own creativity based on the component 'know how to develop myself to support my future job' which focuses on children's views of themselves which will be built upon each year.

Spiritual, moral, social and cultural (SMSC)

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

Spiritual in PSHE will support the children to become reflective of their 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 and 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 and Britain and will show a willingness to participate in different cultural opportunities.

(Based on Ofsted definition of Spiritual Moral Social and Cultural aspects of learning 2016)

British Values

British values; democracy, rule of law, respect, individual liberty and tolerance will also be included within the PSHE lessons, assemblies and family groups as it is an integral part of PSHE. The British values and knowledge from PSHE will regularly be referred to within all aspects of the school day.

Lesbian, Gay, Bisexual and Transgender (LGBT)

"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."

<div align="right">(DFE 2019 – RSE Statutory Guidance)</div>

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.

Assessment in PSHE

The essential 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 sequence of learning. Such personal reflection in PSHE education lessons is essential, so 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 learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment.

Therefore, assessment in PSHE will consist of a mind-map or spider diagram in each year group. This may be combined with a short prior knowledge quiz or discussions. These will help to identify any connected knowledge and address any misconceptions that the children have. Children will then recall their new knowledge regularly within lessons and through group discussions. Approximately two weeks after the end of a unit, children will 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 recalls will take place approximately six weeks and then twelve weeks later in order to embed knowledge in long term memory. At these points children will create a new mind-map or spider diagram to ensure knowledge is being recalled from their memory. Any forgotten knowledge or gaps in children's knowledge will be identified through discussing children's mind-maps or answers to quizzes and these will be addressed immediately. Any learning and assessments will be kept in a clear wallet file which will be transferred with the children. This will show that knowledge is being consistently built upon throughout the school within the same core themes of PSHE.

Reviewed September 2020