



PSHE at Delta



At Delta we want our children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and we will support them in becoming confident individuals and active members of society. We aim to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century.

We also promote the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty, through our PSHE curriculum. We introduce and revisit ideas of personal boundaries, consent and communicating our boundaries with others. This prepares pupils for the challenges and responsibilities they will face in the future.

What do we want our children to learn?

Delta pupils will:

- Have high levels of confidence, resilience and self esteem.
- Have an understanding of how to develop and maintain positive relationships including when online.
- Have an understanding of how they are developing personally, emotionally, physically and socially.
- Have the vocabulary to express and articulate how they are feeling.
- Have an understanding of the moral, social and cultural issues they may face as they grow into respectful citizens.
- Have an understanding of mental and physical wellbeing and how these impact on each other.
- Have developing strategies to maintain their mental and physical well-being.
- Be aspirational and ready for the next steps in life.
- Learn from other cultures, respect diversity, cooperate with one another and appreciate what they have.
- Be able to demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of law and Individual Liberty.

PSHE in the EYFS:

In the EYFS the children focus on three key areas of learning that tie in with the prime area of Personal, Social and Emotional development:

- Self-regulation
- Building relationships
- Managing self

PSHE is a prime area and is taught through adult led activities and child led activities. Teachers follow the needs of the cohort and of individual children. Adult led lessons and circle times teach skills and understanding and also address any needs which may arise in each individual cohort. Teachers also facilitate PSHE through their interactions during child-led activities. Children are taught to identify and understand emotions in themselves and others and how to express them in words. The teacher builds a warm relationship with the children in order for them to gain confidence and independence.

Planning:

- The PSHE curriculum maps show the units to be covered each term.
- Teachers are guided by the medium term plans; however teachers are not limited to this and are able to respond to the needs of their cohort.

How do we implement our PSHE curriculum:

We use the Kapow Primary scheme which covers five areas of learning across Key stages 1 and 2. These are:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic well being

Sex education has also been included in line with the DfE recommendations and is covered in Year 6 of the scheme. The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

A range of teaching and learning activities are used and are based on good practice in teaching PSHE education to ensure that all children can access learning and make progress. In key stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. All lessons include ideas for adaptation so as to include all learners. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in. There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle.

We also provide enrichment opportunities throughout the course of the academic year. These opportunities include:

- Mental Health Awareness Week
- Kindness Week
- Safer Internet Days
- Weekly SMSC assemblies
- Social and fundraising events
- Enterprise Projects
- Money week
- Leadership opportunities, for example School Parliament and Eco warriors

Teaching:

- Children receive a PSHE lesson every week or in blocks, ensuring that the content of the unit is covered.
- Flexible groupings are used during lessons e.g. ability and mixed ability groups, paired work, guided and independent work and whole class work.

<ul style="list-style-type: none"> ● Children are given the opportunity to use art and design, music, dance and drama to develop their creative talents and imagination. ● Opportunities to develop speaking and listening are exploited through PSHE lessons. ● A range of resources are used to enhance learning including: pictures, videos and information texts. 	<ul style="list-style-type: none"> ● Relevant vocabulary is explicitly taught, evident in the classroom and used in discussion and reasoning. ● PHSE is often taught with active learning techniques i.e. continuums, drama, using puppets, stories, circle time, debates etc. ● Ground rules are always established within the PSHE lesson.
<p>Assessment</p> <p>Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:</p> <ul style="list-style-type: none"> ● Teachers use the outcomes in children’s work and discussions to inform assessment and progress. ● Flashback tasks to ensure retrieval of previously learnt material or skills. ● Plenary Progress tasks which summarise the learning from the lesson. ● Children will start each unit with a baseline assessment task that will indicate what the children already know and understand and to inform learning throughout the unit. This then forms the template for the post assessment task to assess learning and understanding. ● In the EYFS, children are assessed through observations. <p>Feedback</p> <ul style="list-style-type: none"> ● All work is looked at and assessed before the next lesson. ● Children self/peer assess all aspects of their work. ● Key vocabulary for PSHE is corrected in green pen.. ● Teachers conference with each child in PSHE to address misconceptions or to extend the children’s learning by providing a challenge. Children indicate this with ‘PC’. ● Teachers/children assess attainment (knowledge and skills) for each unit using the end of unit assessment. 	<p>How do we evaluate learning in PSHE?</p> <ul style="list-style-type: none"> ● The impact of our PSHE curriculum can be found in children’s written work and the quality of discussions that they have. ● Children demonstrate their growing knowledge and understanding of how to develop and maintain positive relationships. ● Children’s ability to demonstrate their deepening understanding of how to stay healthy, mentally and physically and how these impact on each other ● The impact of our PSHE curriculum can also be found in our children’s deep respect for one another and their attitude towards others. ● Children will be ready for their next steps in life. ● Children will be able to articulate at their level and apply the British Values. <p>SLT and the PSHE subject leader monitor the impact of the PSHE curriculum using a variety of strategies.</p> <ul style="list-style-type: none"> - Scrutiny of PSHE books - Pupil voice - Learning walks - Review and discussion of the action plan <p>All of this information is gathered and reviewed to inform further curriculum developments and provisions.</p>