



**PSHE at
St. Andrew's**

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PSHE at St.Andrew's

1. Timetable:

PSHE is taught weekly throughout each term and across all four year groups. Lessons vary from half an hour to one hour per week.

2. Content of PSHE lessons:

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.

There are three core themes which must be delivered throughout the academic year:

Core theme 1: Health and wellbeing (taught in spring term)

Core theme 2: Relationships (taught in autumn term)

Core theme 3: Living in the wider world (taught in summer term)

Teachers should plan from the PSHE Association Programme of Study. Within the Programme of Study, learning opportunities are set out. However, teachers must take into consideration pupils' development, prior understanding, readiness and needs and plan to be flexible according to these. You may need to look at previous year group's lessons for some pupils in your class. Also, you may need to adapt PSHE lessons to meet the needs of your learners, for example, children falling out in your class.

The Programme of Study provides a spiral curriculum for your pupils and prior learning is revisited, reinforced and extended year on year. Pupils at St. Andrew's CE Infant School are also taught PSHE using the PSHE Association Scheme of Work. Teaching in Year 3 should build on their previous knowledge and experiences.

It is expected that all of the lesson objectives in the PSHE Programme of Study will be taught to each year group.

3. Marking:

Pupils will do some of their PSHE in their Think Books. These will be marked as and when is necessary to give pupils feedback. Verbal feedback should be given throughout the lesson in PSHE. Children are to be given advice on how to improve. Lots of the work completed in PSHE lessons is verbal and in paired and group work. Teachers should feedback to pupils as they feel necessary.

4. Assessment:

There are many reasons why it is important that learning in PSHE education is assessed, including:

- Pupils need opportunities to reflect on their learning and its implications for their lives.

- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- Assessment allows the leadership team, parents, governors and school inspectors to see PSHE education's impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessment, all a school can do is describe its PSHE provision, not show its impact.
- The DfE also states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" — therefore assessment for and of learning should be central to any PSHE education provision.

Teachers can assess written work in Think Books and should be able to assess group or paired work depending on the lesson objective. Teachers should keep a weekly record of how pupils have achieved in their PSHE lessons. Any pupils who are consistently not able to access their PSHE lessons and need additional support in this area should be discussed with SLT with the possibility of receiving additional support through the Learning Mentors in school.

For some pupils who require additional support with PSHE, it may be appropriate to use the SEAL tracker to establish their starting points regarding the pupil's social and emotional understanding. This will help teachers to identify what needs to be taught to the pupil and how this support will look.

Assessment data will **not** be added to Target Tracker termly during this academic year. It is expected that PSHE attainment will be added to Target Tracker termly from September 2020.

5. Planning:

Lesson plans and resources must be taken from the PSHE Association Scheme of Work. These can be adapted by teachers to meet the needs of all learners as necessary.

Teachers will be informed of the results from the EHNA report (provided through Calderdale) via the PSHE lead and lessons will need to be adapted to ensure the needs of learners are met. For example, we have seen that some of our pupils need more lessons on using age appropriate Apps on their devices at home. These needs will be discussed with year groups when necessary.

Some of the sex education objectives are taught through the Locala Nursing Team. It is important that teachers (particularly in Years 5 & 6) look carefully at the objectives planned in the Scheme of Work and ensure that any objectives not taught by the Locala Nursing Team are taught by the class teacher. These are different objectives to previous years and some time will need to be spent ensuring pupils have sufficient coverage before they move on to Key Stage 3.

Parents will be informed of the content of these lessons. They will be provided with the SRE (Sex and Relationship Education) Policy which they can consult on during summer term 2020.



PSHE Intent, Implementation and Impact

PSHE Intent

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. PSHE education also helps pupils to achieve their academic potential. PSHE education is statutory and here at St. Andrew's, we ensure that PSHE is taught weekly to all pupils.

We follow the [statutory guidance](#) from the Department for Education which sets out what schools must cover in their PSHE lessons from September 2020. Pupils at Key Stage One follow the same guidance with both schools focussing on Relationships (Feelings and Emotions; Healthy Relationships; Valuing Difference), Health & Well-being (Healthy Lifestyles; Growing and Changing; Keeping Safe) and Living in the wider world (Rights and Responsibilities; Taking Care of the Environment; Money). These three core themes continue into Key Stages 3, 4 and 5.

Although we do follow the comprehensive programme set out in the PSHE Association Programme of Study for PSHE, we do not limit our lessons to the statutory content. We also cover economic well being, education for personal safety and managing risks. Teachers are reactive to the needs of their pupils. Teachers adapt their lessons to meet the social and emotional needs of their pupils. Teachers at St. Andrew's adapt their PSHE lessons to ensure that they are fully inclusive of all pupils. They use the support of the Learning Mentors to provide pupils with the emotional support required in these lessons.

PSHE lessons at St. Andrew's teach pupils to be aspirational and have a wider understanding of the world they live in and how different people's lives can be. Children are taught to expect challenge and how having a Growth Mindset can help them to become more resilient and expect that with challenge comes reward.

Implementation

The PSHE lead checks the coverage of PSHE half termly. Teachers also note additional PSHE lessons which have been adapted to meet the needs of all learners. These details are passed up with the class so that future class teachers are able to see the additional PSHE lessons which have been taught.

Each year group works on the same core theme at the same time throughout the school. When appropriate, whole school worship links to these themes, for example, when studying economic well being.

PSHE is taught as a discreet subject. Pupils access one PSHE lesson each week throughout the school year. Pupils in school all have a 'Think Book'. They use these books to demonstrate some of their thinking and ideas in their PSHE lessons.

To ensure children have a thorough understanding of the topics covered, at times visitors and speakers are invited in to school. For example we use the Locala nurses to deliver some

of the sex and relationship curriculum to our Year 6 pupils and Barnardos to deliver lessons on LGBTQ to Year 5 pupils. Resources from the [PSHE Association](#) are also used to support learning in these lessons.

Overarching concepts developed through the **Programme of Study**

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. A healthy (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and consent (in different contexts)
7. **Change** (as something to be managed) **and resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

Assessment is ongoing throughout each PSHE topic. Children start new topics by discussing or mind-mapping what they already know and what they want to find out as a pre-assessment activity. AfL is used regularly in lessons and misconceptions quickly clarified.

Impact

The outcomes of pupils will be monitored by the class teacher, subject lead and SLT through book scrutiny and pupil interviews. The PSHE lead also monitors the coverage of the PSHE lessons and ensures subsequent class teachers are aware of previous years' coverage. The PSHE lead ensures the staff are updated with relevant CPD by attending the LA's Emotional Health and Well being network meetings.

Interventions are in place for pupils who require additional support with their emotional health and well being. More information on how we support our pupils with this can be found [here](#).



PSHE Long Term Overview

Overview	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 3	Relationships Feelings and Emotions; Healthy Relationships; Valuing Difference	Relationships Feelings and Emotions; Healthy Relationships; Valuing Difference	Health & Well-being Healthy Lifestyles; Growing and Changing; Keeping Safe	Health & Well-being Healthy Lifestyles; Growing and Changing; Keeping Safe	Living in the wider world Rights and Responsibilities; Taking Care of the Environment; Money	Living in the wider world Rights and Responsibilities; Taking Care of the Environment; Money
Year 4	Relationships Feelings and Emotions; Healthy Relationships; Valuing Difference	Relationships Feelings and Emotions; Healthy Relationships; Valuing Difference	Health & Well-being Healthy Lifestyles; Growing and Changing; Keeping Safe	Health & Well-being Healthy Lifestyles; Growing and Changing; Keeping Safe	Living in the wider world Rights and Responsibilities; Taking Care of the Environment; Money	Living in the wider world Rights and Responsibilities; Taking Care of the Environment; Money
Year 5	Relationships Feelings and Emotions; Healthy Relationships; Valuing Difference	Relationships Feelings and Emotions; Healthy Relationships; Valuing Difference	Health & Well-being Healthy Lifestyles; Growing and Changing; Keeping Safe	Health & Well-being Healthy Lifestyles; Growing and Changing; Keeping Safe	Living in the wider world Rights and Responsibilities; Taking Care of the Environment; Money	Living in the wider world Rights and Responsibilities; Taking Care of the Environment; Money
Year 6	Relationships Feelings and Emotions; Healthy Relationships; Valuing Difference	Relationships Feelings and Emotions; Healthy Relationships; Valuing Difference	Health & Well-being Healthy Lifestyles; Growing and Changing; Keeping Safe	Health & Well-being Healthy Lifestyles; Growing and Changing; Keeping Safe	Living in the wider world Rights and Responsibilities; Taking Care of the Environment; Money	Living in the wider world Rights and Responsibilities; Taking Care of the Environment; Money

Resources

<https://www.pshe-association.org.uk/>

<https://natwest.mymoneysense.com/home/>

SEAL Tracker (saved on staff drive)

<https://www.nspcc.org.uk/>

<https://parentzone.org.uk/> - information to help parents with online safety

<http://www.ltai.info/what-is-prevent/> - Information about the Prevent Strategy

<http://www.openmindscalderdale.org.uk/> This site is from Calderdale and links to all the emotional health and wellbeing support available in our area

<https://standrews.calderdale.sch.uk/wp-content/uploads/2020/02/Supporting-children-leaflet.pdf> booklet from our Learning Mentors signposting staff and parents to the interventions which are (in consultation with the LM) available.

