



Itchen Abbas Primary School 'Growing Hearts and Minds'



Subject Development and Rationale for PSHE

Intent of our PSHE Curriculum

Itchen Abbas is a rural village on the river Itchen about 4 miles from Winchester. Most people who live in the community were born in the UK and migration and immigration into the area are low. Therefore, the community doesn't have a high level of diversity within their daily lives. Some families, who have been working abroad, have recently moved back to the UK and joined the school. Since 2022, there are a small number of Ukrainian family refugees and one Romanian family at the school.

According to the 2011 census, the percentage of parents in higher paid, managerial and professional jobs is above average and many commute to work. Parents tend to have high expectations for their children and provide them with a wide range of rich experiences. Levels of deprivation are low in the area.

Our Personal, Social, Health and Economic curriculum (or PSHE) includes Relationships and Sex education (RSE).

Our aim is for our PSHE curriculum to enable pupils to develop the knowledge, skills, values and attributes they need to manage their lives, now and in the future. This is delivered through three core themes of health and well being, relationships and living in the wider world. Children will understand ways to stay healthy and safe, whilst preparing them to make the most of life and work.

Because the school and local area lack diversity, it is imperative that we provide opportunities for the children explore issues that relate to diversity with the aim that they will be able to understand different types of families and relationships, recognise discrimination, show tolerance and understand their own rights and responsibilities which they may not have experienced yet in their daily lives.

Our responsibility in PSHE education is to put in the early building blocks so in secondary school, and later still, they will be equipped with the ability to cope or resist certain pressures put upon them and their conceptual understanding can be deepened in response to increasingly complex issues. For example, in KS2 we choose not to teach about STIs (unless a specific need arises) but we do choose to begin the conceptual understanding eg catch it, kill it, bin it, etc.. and why we wash our hands after going to the toilet. So, in an age appropriate way we understand that there are bugs that can be transmitted between us and understand we are responsible for our own health and that of others close to us. This prepares them for teaching STIs in secondary school.

Local challenges

Due to the rural location of our village, with limited street lights, a long stretch of road running throughout the village without a public footpath and its proximity to the river Itchen, we ensure that river safety and road safety is taught every year to each year group. Many children travel to secondary school on public transport so we also

provide opportunities for the children in Year 6 to experience this before moving on to secondary school.

Societal challenges:

Especially since the pandemic- it is even more important to work to develop these areas for children to enjoy improved well being through better relationships and relationship skills, communication and employability skills.

Child obesity, online safety was a concern even before pandemic, and continues to be, so the importance of leading a healthy lifestyle and being safe online is revisited numerous times throughout the year.

In 2021 teenage pregnancies in the UK remain high, as do sexual and sexual violence experiences. Assertiveness skills are taught through all six of the themes we deliver. Sexual discrimination is still higher in this country than in other G7 countries. We aim to help to empower strong independent women who can stand up to sexist or discriminatory or abusive acts later on in life.

As well as assertiveness skills, we teach social acceptance in the classroom- that it is not ok to pressurize someone and that it is ok to resist some sort of pressure.

Future challenges:

It is our responsibility to provide knowledge to prepare for future concerns. Many children will live into the next century- we don't know what it will be like but we do know change will be a constant. It is our responsibility to develop emotional resilience as they will have to deal issues such as climate change or increased artificial intelligence. They will also have an ageing population to look after so they will need to have a good understanding of health and mental health as well as being willing to be kind, gentle and compassionate with us and each other. Qualities like how to be kind are revisited through a spiral curriculum so learning can be developed and expanded upon.

We aim to positively impact on children's health and well-being which can also have a positive impact on children's attainment.

Implementation of PSHE curriculum

Scheme of work

- At Itchen Abbas, we use SCARF, a comprehensive scheme of work for PSHE and wellbeing education that also covers all of the DfE's statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education.
- SCARF is designed as a comprehensive, spiral curriculum, with all year groups working on the same theme at the same time and all six themes are taught over the 2 year cycle. The same themes are then revisited to deepen and develop the previous learning.
- In mixed-age classes, one theme per term is taught. In each theme, both units for each year group are taught consecutively to ensure comprehensive coverage of the curriculum. Classes with only one year group cover the six half termly units over the year. RSE and aspects of Health education are taught in single-year groups to ensure it is age appropriate in its delivery.
- Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider

community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. Teaching strategies are varied according to task and intention.

- Children’s emotional health and wellbeing has a huge impact on their ability to learn and the spiritual, moral, social and cultural (SMSC) aspects of both the taught curriculum and overall school ethos are explored throughout the SCARF resources.
- Conceptual knowledge is developed through our PSHE Threshold Concepts. These enable children to revisit and develop their conceptual knowledge through these threads. These are then tracked through our Threshold Concept Overview.

The PSHE Threshold concepts are:

	<p>Keeping myself safe This concept involves knowing the importance of and how to stay safe both online and with personal safety. It includes understanding who to talk to and when.</p>
	<p>Making and maintaining healthy relationships This concept is about understanding how to be a friend and what skills and qualities friends need to have and demonstrate over time. It involves understanding what a healthy relationship is and how to respond and protect yourself and others when a relationship is healthy. It is also about having a healthy relationship with yourself.</p>
	<p>Health and wellbeing This concept is about understanding and maintaining good physical and mental health. It includes understanding the positive impact of physical and wellbeing activities have on the body and mind.</p>
	<p>Living in the wider world To learn to be tolerant and show acceptance towards others. To understand the importance of living in an inclusive society and the responsible role we all play within it. To know how to show good citizenship towards others.</p>

Organisation of themes

1. **Me and My Relationships:** includes content on feelings, emotions, conflict resolution and friendships;
2. **Valuing Difference:** a focus on respectful relationships and British values;
3. **Keeping Myself Safe:** looking at keeping ourselves healthy and safe;
4. **Rights and Responsibilities:** learning about money, living in the wider world and the environment;
5. **Being My Best:** developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. **Growing and Changing:** finding out about the human body, the changes that take place from birth to old age and being safe.

Vocabulary

- Within our scheme and progression and assessment documents, subject specific vocabulary is identified which should be taught within each topic.

Enrichment

- Mindful activities promoting self compassion is embedded throughout the school week- PLT timetables activities for mindfulness, take one minute, SMILE (5 steps to well being), Well being walls, Walk this Way.
- Additional whole school events include Anti bullying week and odd socks day, road safety, walk to school week, child mental health day, Children in need and Black History month.
- The School Council provides a voice for the children and class councils help promote skills in tolerance, assertiveness and being respectful.
- The SCARF Life Bus visits the school each year to deliver certain lessons linked to the current theme for each class.
- Trips: As part of parliament week Y6 visit Westminster. The Lower school embark on 'wellie walks' around the local area. Regular visits to the river to undertake tasks and learn about river safety.
- Projects like the £1 challenge to help with economic understanding.
- Bikeability is delivered to Y6 each year.
- Swimming lessons for The Upper School.
- After school clubs enable children to follow their particular interests and try new things.
- We use high quality books to promote discussions and enhance teaching of certain ideas which the Library Service helps us with.
- Visitors- In the Lower school, parents are encouraged to come in to discuss their jobs and share their hobbies, (*This has included a Naval officer, doctors, vets, a physio therapist, an entrepreneur, a marina manager.*) We have had zoom calls with an explorer and a conservationist in Costa Rica. The Upper school have interviewed the local MP and local radio have interviewed them.

Support for Staff and Subject Knowledge Development

- In our small school, it is not always possible to have an expert in each subject within the staff. Therefore, we use the National College as well as Hampshire to support subject leaders to develop their own expertise. We also have good ties with our feeder secondary school, Henry Beaufort, and local primaries and have developed networks to support our curriculum development.
- The SCARF scheme enables teachers to deliver informed and high-quality provision as the lesson content is current and well resourced.
- SCARF also has a wealth of training videos to support staff in teaching areas they are less confident with.
- RSE Policy and appendixes have clear expectations and examples for language, question openers, Ground Rules.
- PSHE Lead is experienced in the role and regularly signposts links to supporting agencies and resources.

- Subject leaders have compiled a support for SEN document which supports teaching in identifying how to support children with additional needs so that all children have access to the full curriculum.
- RSE and well being CPD for all staff in 2020.

How this Subject Works Alongside Others

- In our school, PSHE and RSE is also embedded throughout our wider curriculum and indicated through reference to the Thresholds concepts in each scheme of work.
- Where possible cross curricular links are made with other subjects. Where clear links with other subjects are made these are mapped out on our curriculum map. Our curriculum map is designed by subject leaders and the Curriculum Lead has overall responsibility for ensuring accuracy.
- PSHE has strong links with PE with regard to keeping healthy both physically and mentally as well as links with keeping safe through road safety, swimming and bikeability.
- Online safety is a focus of both PSHE and Computing.
- Many subjects require discussion, challenge and an understanding of diversity and difference through their enquiry based learning.

Early years

In Early Years, PSE or Personal, Social and Emotional development is a Prime area of learning and is split into three categories which are: Making relationships, Managing self and Building relationships. PSE provision is taught through mini topics which are led by the children’s interests and needs and we aim for a holistic approach in delivery. The skills taught throughout the year come from the progression maps developed by the Early years team. Children can achieve these through continuous provision with enhancements adjusted to the children’s needs, through child-led or adult-led activities. In addition to this, Early years also follow the SCARF curriculum which they incorporate into their planning by modifying activities to match the topic

/theme. We anticipate seeing history in the Early Years through the following areas and specific goals:

<p>Communication and Language</p>	<p><u>Listening, Attention and Understanding ELG</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>Speaking ELG</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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<p>Personal, Social and Emotional Development</p>	<p><u>Self-Regulation ELG:</u> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>Managing Self ELG</u> -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; -Explain the reasons for rules, know right from wrong and try to behave accordingly; -Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> <p><u>Building Relationships ELG:</u> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>
<p>Physical Development</p>	<p><u>Gross Motor Skills ELG</u> Negotiate space and obstacles safely, with consideration for themselves and others;</p>
<p>Literacy</p>	<p><u>Comprehension ELG</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p>
<p>Understanding the World</p>	<p><u>Past and Present ELG</u> • Talk about the lives of the people around them and their roles in society;</p> <p><u>People Culture and Communities ELG</u> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts</p>
<p>Expressive Arts and Design</p>	<p><u>Creating with Materials ELG</u> Children at the expected level of development will: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function</p> <p><u>Being Imaginative and Expressive ELG</u> Invent, adapt and recount narratives and stories with peers and their teacher;</p>

Impact of our Curriculum

Our children will have the skills and confidence needed to help them find their voice and to make informed choices and decisions.

They will be able to relate what they have learned in school to everyday life and the decisions they take.

They will be able to listen to and respect the views of others, whilst being confident to think through and assert their own.

They will be able to build effective interpersonal relationships that demonstrate mutual respect and show a caring attitude towards others.

There will be an introduction of 'social norms' that will holistically inform their future choices regarding keeping safe and healthy.

Pupil behaviour – children will show that they are enjoying learning in PSHE and that work has been pitched appropriately through their behaviour and attitudes during lessons.

Assessment and Progression

- All children undertake a pre-assessment task, at an age appropriate level, prior to beginning the new theme. They then complete a post assessment take at the end to support teachers in identifying progress made within each theme. The assessments do not rely on English ability. Children are able to draw their ideas or teachers can scribe.
- Progression documents inform teachers of the level at which each class or year group need to be working to achieve age expectations.
- SCARF have a series of 'I can' statements for emerging, expected and exceeding for each year group linked to each theme for teachers to assess against.
- Teachers also assess children's understanding of concepts and knowledge through strong subject knowledge and formative assessment through discussions, role play, performances etc..
- Teachers are encouraged to modify future planning to meet the specific needs of their class.

Monitoring and Pupil Voice

- Subject leaders scrutinise children's work in books and drop in to lessons to evaluate impact of teaching, advise the teacher on even better if and identify next steps in CPD.
- Pupil voice – discussions with pupils about learning, and their spiritual and moral development. Pupils will demonstrate compassion to their peers, community and the natural environment.
- How teachers have adjusted their lessons and supported children with additional needs so that all children have appropriate stretch and support.
- PSHE learning outside the Scheme is celebrated on well being walls.