



## **Dishforth CE Primary School: Personal, Social Health Education** **Intent, Implementation and Impact Statement**

For our children to acquire the knowledge, understanding and skills they need to manage their lives now and in the future. For our children to recognise, accept and shape their identities, to understand and accommodate difference and change. We recognise that we have a high mobile community with children arriving and departing throughout the school year so we pride ourselves of revisiting key skills within every lesson.

### **Intent**

At Dishforth, every class plans lessons where there is an emphasis placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, persona dolls, group-work and problem-solving;

- All teachers will endeavour to provide a safe learning environment through the establishment of clear Ground Rules which are made explicit to the children and reinforced consistently;
- We actively encourage visiting speakers such as the police and health workers also enhance our taught curriculum making it as stimulating and real as possible;

However, we don't stop there and beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real life situations as they arise: e.g. resolving conflicts; working as part of a group on a project and sharing their thoughts on a school matter to a wider group;

Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school council meetings; attending house meetings; and by taking on roles of responsibility for themselves, for others and for the school;

We aim to celebrate personal achievements with regards to developing positive attitudes to learning and by demonstrating our core values, with parents and carers.

Through our teaching in PSHE our intent is for all children is - knowing more, remembering more and understanding more.

### **Implementation**

At Dishforth, we feel it is essential to establish and maintain a safe and secure learning environment and as a school promotes positive relationships between peers, and between pupils and staff. PSHE and Citizenship lessons explore pupils' everyday lives and does include potentially sensitive and personal issues. It is crucial as a staff that we establish and maintain a safe teaching and learning environment in the classroom through the following well-identified successful methods:

- Establishing ground rules with pupils so there is shared ownership of them (not imposing them on the pupils)

- Using ‘distancing techniques’ e.g case studies so pupils are not been asked to talk about their experiences but talk about what is happening to the characters in the case study. This distancing creates an emotional space between pupils and the issue that is being explored. Pupils may be asked to reflect on their own personal attributes, attitudes and skills but this should be done in safe way and not by putting pupils ‘on the spot’
- Staff are skilled at knowing how to deal with unexpected and spontaneous questions from pupils. Pupils will be encouraged to ask questions in PSHE so it is important that staff can handle all questions that may be asked or use methods like the ‘question box’.

The spiral curriculum is especially important in PSHE and Citizenship and needs to ensure the taught planned programme is progressive with topics taught in a logical order taking into consideration the changing needs of young people as they grow older and develop and supporting those who join us throughout the school year. To ensure the programme is meeting the needs of the pupils, staff must always assess the needs of pupils to understand their current understanding, culture and experiences. The bi-annual Growing up in North Yorkshire survey can provide a wealth of information to support the planning and reviewing of the curriculum to ensure it is meeting the needs of the pupils.

**We aim that all pupils are taught through a metacognitive approach so that they:**

- Become **fluent** in the fundamentals of Personal, Emotional and Health Education so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Can **reason and solve** problems by applying their Personal, Emotional and Health Education to a variety of problems with increasing sophistication, including in contexts and to model real-life scenarios.
- Can **participate** in discussions by following a line of enquiry and develop and present a justification, argument or proof.

At Dishforth CE Primary School, our Personal, Social and Health Education has been developed to ensure every child can achieve. 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. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for our children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

**The Personal, Social, Health Education has clear cross curriculum links:**

Developing Literacy through PSHE and Citizenship

Learners should have the opportunity to apply their literacy skills confidently and competently across all aspects of their learning. PSHE and Citizenship supports literacy through providing opportunities for children to:

- Talk clearly and confidently about their thoughts, ideas and opinions, listening to others to refine their thinking
- Write, present and broadcast a range of ideas

- Analyse, evaluate and criticise texts of all kinds in order to access ideas and information
- Read fluently a range of texts

### Developing Numeracy through PSHE and Citizenship

There are a range of opportunities to develop learners' numeracy skills. In PSHE and Citizenship learners should be taught about personal finance which can reinforce topics covered in mathematics such as interest rates and percentages. Citizenship allows learners to learn about how the economy works and how public services are paid for including taxation.

### Developing ICT through PSHE and Citizenship

Learners should have the opportunity to apply their ICT knowledge, skills and understanding across all aspects of their learning. PSHE and Citizenship support the development of ICT by providing opportunities for children to:

- Find and select information from digital and on-line sources, making judgements about accuracy and reliability
- Collaborate, communicate and share information to work with a range of audiences
- Re-enforce online safety messages

Throughout the PSHE curriculum, there are three essential skills and attributes:

#### **Personal Effectiveness**

- Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)
- Resilience (including self-motivation, perseverance and adaptability)
- Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)
- Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
- Self-organisation (including time management)
- Strategies for identifying and accessing appropriate help and support
- 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
- Recalling and applying knowledge creatively and in new situations
- Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

#### **Interpersonal and social effectiveness**

- Empathy and compassion (including impact on decision-making and behaviour)
- Respect for others' right to their own beliefs, values and opinions
- Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
- 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
- Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
- Recognising, evaluating and utilising strategies for managing influence

- Valuing and respecting diversity
- Using these skills and attributes to build and maintain healthy relationships

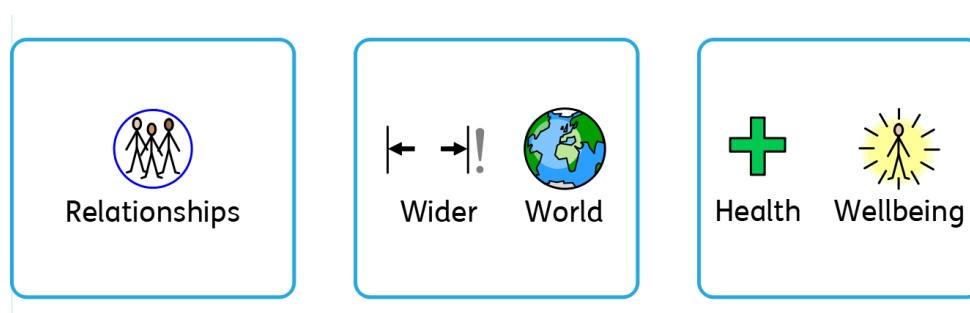
### **Managing risk and decision making**

- Identification, assessment and management of positive and negative risk to self and others
- Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
- Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
- Assessing the validity and reliability of information
- Identify links between values and beliefs, decisions and actions
- Making decisions

### Key Principles:

- Encourage children to be **inquisitive** and to **ask questions**.
- To educate our children to live **healthy, safe, productive, capable, responsible** and **balanced lives**.
- To be **enterprising** and supports them in making **effective transitions, positive learning** and **career choices** and in achieving **economic wellbeing**.
- To provide opportunities for children to **reflect** on and **clarify** their own **values and attitudes**.
- To explore the **complex** and sometimes **conflicting range of values and attitudes** they encounter now and in the future.
- To provide our children with opportunities to build their **confidence, resilience** and **self-esteem**,
- To be able to **identify and manage risk**, make **informed choices** and understand what influences their decisions.
- To manage **emotions** and to **communicate constructively** in a variety of settings.
- To develop an **understanding of themselves, empathy** and the **ability to work with others** helping them to **form and maintain good relationships**, develop the essential skills for **future employability** and better enjoy and **manage their lives**.

### Key principles: Child friendly



### **Organisation of teaching and learning**

Teaching and learning in all three key stages takes place in a range of environments.

#### **Early Years Foundation Stage**

In the Early Years Foundation Stage (EYFS), teaching is planned through adult supported teaching and learning. Daily opportunities to informally develop PSHE understanding through child-initiated activities and routines are capitalised upon.

#### **Key Stage 1 and 2**

In Key Stage 1 (KS1) and 2 (KS2), teaching follows PSHE Association Thematic Approach to Personal Social Health Education (PSHE) and Citizenship Guidance for schools including the curriculum entitlement framework

### **Planning**

At Dishforth, we use the PSHE Association Thematic Model. This programme takes a thematic approach to primary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year, with three topics per term. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year, whilst offering flexibility in terms of medium-term planning. The colour-coded topic areas can be adapted to meet planning requirements, pupils' stage of development and needs and also to reflect the context of the school and local community.

Interactive learning that focuses on skills and attributes developed through the context of subject knowledge. One of the key aims of PSHE curriculum is to develop skills, strategies and attributes to enable pupils to make and then enact on a decision. *'Choices are made through a complex combination of previous experiences, knowledge and understanding, filtered through the individual's values, attitudes and beliefs.'* Active learning strategies are required to enable pupils to practice a range of skills within the safety of the classroom on scenarios that are realistic to them. Research has found the following to be key aspects that require developing for every pupil:

- Problem solving skills
- Decision making skills
- Resilience skills
- Cognitive skills for resisting peer pressure / media influences
- Increased self-control/ management and self esteem
- Opportunities for self -reflection and self-assessment and supported by motivational strategies
- Coping strategies for stress
- Social and assertiveness skills
- Healthy relationships skills
- Long term plans map out the units to be covered each term, during each Key Stage.
- Medium term plans identify learning objectives and outcomes for each unit, as well as indicating the skills being taught.
- Short term plans prepared by each teacher, highlight the skills and objectives of the lesson, and identify resources and appropriate differentiation. They also indicate key questions and stem sentences.

### **Structure of a lesson**

1. Remind pupils of the rules and expectations of the safe and secure environment
2. Revisiting previous lessons learning.
3. A metacognitive approach to teaching and learning:
  - Explicitly teach metacognitive strategies - activating prior knowledge, independent practice and structured reflection
  - Modelling by the staff, verbalising their thinking and scaffolding tasks
  - Setting an appropriate level of challenge
  - Promoting and developing metacognitive talk in the classroom – language development and acquisition
  - Explicitly teaching children how to organise and effectively manage their learning □ Opportunities for discussion.
4. Task – independent / paired / group

## 5. Plenary

### **Resources**

- At Dishforth, we use the PSHE Association Thematic Model.
- Central resources are kept in the stock cupboard in the hall.
- Resources are also identified on the Medium-Term Plan for specific age groups – as appropriate.
- Different environments - classrooms, outdoor learning spaces and the hall.

### **Impact**

As a result, learners will know more, remember more and understand more about Relationships, Living in the Wider World and Health and Wellbeing.

We aim for the children within our care to be inquisitive and to ask questions. To know how to live healthy, safe, productive, capable, responsible and balanced lives. To be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.

The children will have opportunities to reflect on and clarify their own values and attitudes. To have the respect and resilience to be able to explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. To provide our children with opportunities to build their confidence, resilience and self-esteem.

To be able to identify and manage risk, make informed choices and understand what influences their decisions. To manage emotions and to communicate constructively in a variety of settings. To develop an understanding of themselves, empathy and the ability to work with others helping them to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

### **Assessment**

- In PSHE assessment is continuous. From the beginning of every lesson, teachers and teaching assistants will be assessing what their pupils are, or are not understanding and use this to scaffold each segment of the lesson. Interventions will be both planned for and 'live', meaning that misconceptions are dealt with immediately and high attaining pupils are challenged appropriately. Pre and post teaching ensure that all children can achieve and are prepared for the following lesson.
- Assessment for Learning (formative assessment) - regular assessment of pupils' progress against the intended learning outcomes is important to ensure that learners are making expected progress and to inform planning for subsequent lessons and units of work.
- Providing effective and regular feedback to pupils
- There are three recognised models of assessment: pupil self-assessment, peer/group assessment and teacher assessment. Pupil self-assessment is about learners being able to assess their current knowledge and identify the next steps in their learning, setting their own targets and monitoring their own progress. Peer assessment is about learners providing feedback to each other; assessing other pupils' work can help learners to clarify their own ideas and understanding of both the learning objectives and assessment criteria. Teacher assessment is about teacher observations and reviews of written work and pupils' contributions to discussions and end-of unit tasks.
- Assessment of Learning (summative assessment) - progression ladder for PSHE and Citizenship may be used to assess, record and report learners progress.

### **Foundation Stage**

- Staff's ongoing observational assessments ascertain a baseline when each child begins EYFS which then informs subsequent teaching and learning for each child.
- Future attainment is noted using photographs and observational notes. Progress is recorded in each child's Learning Journey and the next steps to be taken are identified. Progress is monitored termly. Statutory assessments are made on exit of the EYFS.

### **KS1 and KS2**

- Summative assessments are made at the end of each term to monitor children's knowledge and understanding of concepts taught.

### **Monitoring procedures**

The Head teacher and PSHE subject leader play a central role in the monitoring and evaluation of the quality of teaching and learning of PSHE in the school.

The monitoring strategy:

1. Children's work and planning scrutinies are conducted.
2. Pupil progress meetings are held termly.
3. Lesson 'drop ins' and observations take place in all classes throughout the year.

The subject leader is responsible for monitoring attainment and progress, the outcomes of which are collated in the subject leadership folder and fed back to staff at an appropriate time.