

SUBJECT ON A PAGE

PSHE

At Green Ridge, we understand that the world is constantly changing and that children are becoming a wider part of this. We encourage children to become inquisitive with how they should interact with the news and have high aspirations for working in the 21st Century.



Intent – what we aim to do



To teach children their feelings and how these affect their everyday life.



Develop children's skills and characteristics to thrive in the 21st Century.



Children to aspire to high value goals and understand the steps to begin that journey.



To build the language and vocabulary that children use when describing conflict and relationships.



Inspire children to reflect on their own behaviour and actions.



Inform children of the ways that their bodies will change.



Recognise healthy relationships, both online and face to face.



Implementation – how do we achieve our aims?

Our own scheme of learning teaches practical approaches to language in a fun and logical way. At the same time, it provides teachers with all the guidance and supporting materials they need to plan and deliver a high-quality PSHE education. The schemes of learning provides full coverage of the national curriculum for PSHE and enables children to develop an empathy for their own and other's feelings. Children have a dedicated PSHE lesson as a minimum one afternoon a week, lasting an hour. Throughout the year, we will deliver a wide range of activities based on the current world climate such as Black History Month and Anti-Bullying week.

Planning/ Sequencing



Lessons are sequenced using our own Green Ridge Scheme of work. This scheme has been personalised to our own school and what affects our children. We sequenced the progression throughout the school, where each unit builds on the previous year group. For example: Year 1's unit: "My family and me." builds on the world around them and the feelings involved with family members. This leads into Year 2's unit: "How am I feeling?" Where children can start recognising feelings that they experience and understand strategies to deal with them. Further onwards, Year 3 study, "The pressures I face." building on strategies and allowing children to build further strategies and understand how everyday life can affect them. Each unit will have a knowledge organiser provided with key knowledge, vocabulary and diagrams to support retrieval practise, vocabulary support and support for further learning at home.

RSE

At Green Ridge we have chosen to use the Christopher Winters Project Relationship and Sex Education scheme of work which has been quality assured by the PHSE association. We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils.



Implementation – (continued)

Structure of a lesson



Lessons are timetabled weekly. This is made up of one hour of PSHE ensuring that the correct knowledge is being delivered effectively. Each class will record their learning within a separate PSHE book, which will be progressed throughout the school. The inclusiveness of a class book allows teachers to create tasks to allow children to contribute and progress in the lessons.

Enrichment



We offer a wide range of worldwide initiatives that bring many different issues to the children's lives. We take part in initiatives such as Anti-bullying week, Spina-Bifida day and Black History Month.

PSHE in EYFS

The Early Learning Goals that link directly to building substantive knowledge are:

Self-Regulation:

- 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.

Managing Self:

- 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.

Building Relationships:

- 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.



Created by Robert Cooper
Brain Research Project



5 min – Daily
Affirmation
/review



5 min – Hook



10 min – Teaching
input inc vocabulary



10 min – Guided
practice



15 min – Independent
application



5 min – Review of
learning/Life Skills



Assessment



For every unit studied, a baseline assessment will be conducted. This will take place by the teacher allowing the children to demonstrate their knowledge and enabling the teacher to form a strong foundation. They will then use assessment for learning throughout the unit to ensure retrieval practise allows knowledge to move to the long-term memory. Structured questioning, daily and weekly reviews will support the teacher judgement at the end of the unit. At the end of each unit; teacher will allow the children to demonstrate their learning with a task that enables the children to bring all their disciplinary and substantive knowledge together.

SMSC + British Values

We aim to promote British Values and SMSC through our PSHE curriculum:

- An understanding of how citizens can influence decision-making through the democratic process;
- Pupils explore issues such as the tolerance of those with different faiths and beliefs, including the
- By looking at the achievements of famous British people, of all faiths and backgrounds, pupils develop an awareness of how they have influenced and shaped the country in which we live.
- We teach pupils to respect and value diversity through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.
- Encourage children to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.





Implementation – (continued)

Skills for Life

To support our children's readiness and independence for the 21st Century, each year group has 3 skills for life. These include actions such as tying your shoes laces and learning to cross the road safely. They are taught at the end of PSHE lessons to help support and develop the children's cross-curricular knowledge. After each term, they will change; where the children will then learn another skill for life.



Retrieval Practice

Through both the starters to each lesson and the progression design of our chosen PSHE curriculum, children will encounter the vocabulary and essential knowledge repeatedly throughout their time at primary school. Each time a unit is revisited teachers will employ retrieval practice strategies to support children in moving knowledge to the long-term.



Adaptive Teaching

Weekly affirmations
As per our teaching and learning framework, adaptive teaching is used to ensure all learners can apply their knowledge, make progress and apply their knowledge to independent application. Adaptations in science might include :
- Adapted resources
- Adapted expectation for recording
- Vocabulary prompts
- Breaking down knowledge further



Impact – how will we know we achieved our aims?



Children become confident exploring and explaining their feelings.



Children have a strong foundation for being employed in the 21st Century.



Children's aspirations become achievable for them.



Children's vocabulary and language about feelings and conflicts become clearer.



Behaviour incidents and reflections become focused and can be resolved effectively.



Children's knowledge about their changing bodies



Children are curious and ask questions about their World and the Wider World.

Whole School Overview 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Safe Me	Being the Healthiest Me	Citizenship	Caring for the Wider World	Economics	My Family and Me
Year 2	How am I feeling?	My Friends and Me	Healthy Me	Jobs in our Community	My Body	What's the Risk?
Year 3	Pressures I may Face	Great Friends Think Alike	Looking After Me	People in our Community	We are Family	First Aid
Year 4	My Feelings and Me	Responsible Me	Respecting the Individual	Managing Myself and My Behaviour	Collective Responsibility	Puberty
Year 5	Similarities, Differences and Stereotypes	Careers Week	Online Safety	First Aid and Head Injuries	Growing Up	What do I know about drugs?
Year 6	My Mental Health & Me	Choices, Choices, Choices	Living in an Online World	Changing Relationships	Reproduction.	Moving on up