PSHE at Eversley

"Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less ." **Marie Curie.**

"Pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts…These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support." Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019

At Eversley Primary School we enable children to become confident, capable and caring individuals with a knowledge and understanding of the value systems found in Britain. We teach them to have respect for other peoples' views, to celebrate the diversity in society and gain an understanding of sex and relationships (SRE) at an age appropriate level. Our aim is for all children to leave Eversley Primary School being able to reflect on their own experiences and to develop a personal response to the fundamental questions of life and understand the importance of physical activity and diet for leading a healthy lifestyle. In addition, we want the pupils to feel empowered to manage their mental health, developing their self–esteem and ability to express their own views and feelings.

During EYFS at Eversley

Personal Social Emotional Development Managing feelings and behaviour: Children will talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They will work as part of a group or class, and understand and follow the rules. They learn to adjust their behaviour to different situations, and take changes of routine in their stride.
Self-confidence and self-awareness: Children are supported to become confident to try new activities, and say why they like some activities more than others. They will say when they do or don't need help.
Making relationships: Children learn to show sensitivity to others' needs and feelings, and to form positive relationships with adults and other children. Understanding the World *People and Communities*: Children will develop an understanding that other children don't always enjoy the same things as them, and are sensitive to this. They learn about similarities and differences between themselves and others, and among families, communities and tradition.
Physical Development Health and self-care: Children learn the importance for good health of physical exercise, and of a healthy diet, and they will talk about ways to keep healthy and safe.

During Key Stage 1 at Eversley

Pupils will begin to learn about what a relationship is, what friendship is, what family means and who the people are who can support them.

Children will learn how to keep well and begin to understand about their own mental health.

They will learn about dangerous substances within the context of safe medicines.

They will talk about and learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Pupils will begin to learn how to be safe online and how to be safe citizens.

There will be a focus on the early concepts of understanding money

During Key Stage 2 at Eversley

In KS2 pupils will talk explicitly about the features of healthy friendships, family relationships and other relationships which they are likely to encounter, how to be safe online and differentiate between the online world and the real world.
They will also learn how to recognise any less positive relationships when they encounter them.

In upper KS2, there will be a focus on promoting pupils' self-control and ability to self-regulate, and strategies for doing so.
Upper KS2 will have a greater emphasis on gangs, knife crime and drugs and alcohol abuse.
They will focus on the pitfalls of making poor choices and work on strategies to support them to avoid such situations.
Children will learn how to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.

Pupils in KS2 will also learn about budgeting and borrowing money looking at economic well-being.

Planning

- The school's curriculum maps shows the PSHE to be taught each term
- There is a medium term plan for each unit of work
- Plans for PSHE sessions are annotated and adapted to show how learning is scaffolded for less able, children with SEND needs and how those new to English will access the content.
- Plans are annotated and adapted for the most able learners ensuring an ambitious curriculum for all

Marking and feedback

Work should be marked according to the school marking policy by using:

- Peer- and self-assessment
- Oral feedback
- Written feedback

Teaching

- Flexible groupings are used during lessons e.g. ability and mixed ability groups, paired work, guided and independent work and whole class work.
- Opportunities to develop speaking and listening should be exploited through PSHE lessons.
- A range of resources should be used to enhance learning including, pictures, watching videos and reading information texts.
- Relevant subject specific vocabulary must be explicitly taught, evident in the classroom and used in discussion and reasoning.
- Children should receive a PSHE lesson every week and have an individual PSHE/RE book to record work.

Assessment

Formative:

• AFL should be used within each lesson to establish next steps for pupils.

• Discussion should take place regularly to ensure content is being learnt and applied

EYFS:

- Teachers and key workers make observations regarding the pupils' development in this subject.

Resourcing and display

Display:

- Displays should be up to date and relevant to class learning, displaying subject specific vocabulary and concepts that are being taught in PSHE (where appropriate).

Resources:

- Resources are stored in a central location for teaching staff to use.
- Teacher are encouraged to add any new resources and display materials that they have created

Monitoring

Monitoring is undertaken by the subject leader and SLT during the school year. This will include:

- learning walks during PSHE lessons.
- scrutiny of PSHE/RE books.
- conferencing with pupils and discussions about what they have been learning