



# How we teach PSHE



This document outlines: the intent and rationale behind our PSHE curriculum, how it is delivered it and how we measure pupil progress.

At Godmanchester Bridge Academy, the PSHE curriculum is aligned with our school values:

Inspire	Enjoy	Achieve
Children will be given the opportunity to foster skills in teamwork, leadership, communication, and collaboration while learning important information which they will need to thrive and contribute positively to society.	Children will be able to talk freely in whole class sessions, developing their personal voice and sharing their opinion in a safe and supportive place.	Children develop and can keep themselves safe in an ever-changing world. Personal safety and character will be developed, with children growing in confidence as they progress through primary school.

At Godmanchester Bridge Academy, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, empower them with a voice and to equip them for life and learning.

To ensure progression and a spiral curriculum, we use the Cambridgeshire PSHE Scheme as our chosen teaching and learning programme. The Cambridgeshire Scheme offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area.

### **Aims of the Personal, Social, Health Education & Sex and Relationships Education**

The national curriculum for PSHE aims to ensure that schools teach a broad and balanced curriculum that:

- promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school;
- prepares pupils at the school of the opportunities, responsibilities and experiences of later life;
- promotes British values.

The Cambridgeshire Scheme covers all areas of PSHE for the primary phase including statutory Relationships and Health Education.

### **Reception, KS1 & KS2**

At Godmanchester Bridge Academy, PSHE is a planned, developmental programme of learning. We follow the Cambridgeshire scheme for PSHE which includes comprehensive teaching materials and linked resources, covering the strands *Myself and My Relationships*, *Healthy and Safer Lifestyles*, *Citizenship and Economic Wellbeing*. There are also enrichment units on topics such as *Body Image* in Year 5 and *E-safety* in Year 6. *Relationships and Sex education (RSE)* is also an important part of PSHE education.

From Foundation through to Year 6, the PSHE education that we cover 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.

### **Curriculum Enrichment**

At our school, we build on and promote PSHE through often having themed weeks and specific focus areas, such as anti-bullying week. We encourage and organise for outside agencies, such as the NSPCC, to visit our school and deliver workshops.

Our PSHE lessons contribute 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.

### **Impact**

#### **What do we see as a result in PSHE?**

We know that we have been successful in delivering upon our curriculum intent in PSHE, when children are able to articulate their understanding about themselves, their relationships and their rights and responsibilities both at school and in the wider world. We monitor our PSHE curriculum both in terms of learning outcomes and through the development of the whole child. We know that our PSHE curriculum has been successful when we know that children feel safe, valued and respected at school and demonstrate this through their words and actions.

Classroom practitioners monitor the children's understanding of these concepts, their attitudes and their development of life skills through facilitating discussion and practical opportunities both within and outside the classroom. Practitioners monitor these discussions to understand and challenge the children's depth of understanding and record their observations on a responsive planning document which enables them to track the children's development.

At Godmanchester Bridge Academy, we recognise that it is through these concept exploration discussions, that deep learning occurs. We demonstrate the value that these discussions have upon the children's learning journey in PSHE by recording these learning opportunities within pupils' PSHE books. Practitioners use a range of both summative and formative assessment to evaluate the impact of the curriculum and address planning development needs accordingly.

### All Pupils:

- access a differentiated curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.
- are provided a range of activities to engage them and allow them to effectively communicate their understanding.
- are closely monitored and supported pastorally to ensure their emotional wellbeing is prioritised.
- named on each lesson seating plan so that pupils are known to staff and we foster a feeling of each pupil having their own place in the community.
- record work in a variety of ways, allowing access to the curriculum through multi-sensory learning.
- are supported with their behaviour choices in a positive environment, school use restorative consequences so that pupils can reflect and be supported to meet the community's behaviour expectations.

### Some Pupils Need:

- A variety of tasks are used across all key stages to engage and support a full range of pupils.
- New vocabulary is introduced before use to clarify understanding.
- Regular opportunities for discussion allow pupils and staff to address misconceptions around language as they arise.
- Seating plans are structured carefully to allow for a supportive and caring environment and take the specific needs of individual pupils into account.

### Specific Pupils Need:

- personalised long-term learning outcomes with carefully planned incremental targets to achieving their outcomes.
- access to a quiet space to ensure they can be supported to meet their potential.
- additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.
- bespoke timetables taking in to account their needs to ensure that they are taught in an environment that best supports their needs.
- curriculum adaptations to allow for engagement through pupil interests
- long-running interventions to support challenges around working memory, vocabulary deficit and language understanding.
- Staff to have a strong working knowledge of individual pupils and how certain more challenging topics may affect them



# Subject Map

Year	Autumn	Spring	Summer
<b>R</b>	Beginning and Belonging My Family and Friends	Identity and Diversity Me and My World	Keeping Safe My Body and Growing up
<b>1</b>	Beginning and Belonging Managing Change	My Emotions Managing Safety Risks	Anti-Bullying Relationships & Sex Education
<b>2</b>	Rights, Rules & Responsibilities Family & Friends	Digital Lifestyles Personal Safety	Drug Education Relationships & Sex Education
<b>3</b>	Beginning and Belonging Managing Change	My Emotions Managing Safety Risks	Anti-Bullying Relationships & Sex Education
<b>4</b>	Rights, Rules & Responsibilities Family & Friends	Digital Lifestyles Personal Safety	Drug Education Relationships & Sex Education
<b>5</b>	Beginning and Belonging Managing Change	My Emotions Managing Safety Risks	Anti-Bullying Relationships & Sex Education
<b>6</b>	Rights, Rules & Responsibilities Family & Friends	Digital Lifestyles Personal Safety	Drug Education Relationships & Sex Education