



What does 'PSHE' look like at Adswood Primary?



1. Curriculum mapping



Overview of Coverage: PSHE

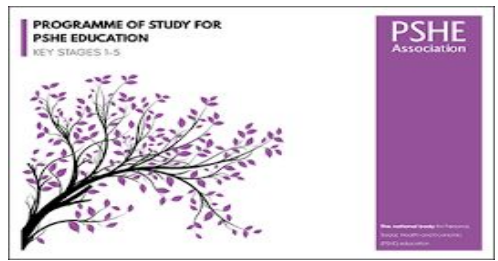
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Unit 1: Living in the wider world (Rights and responsibilities, Economic, Money)	Class Expectations Identify why rules are important What do we have rules in school for? Money in School How are we like money? How can we do it? How do we identify money? How are different? Living in the wider world What can we do to help our school clean and tidy? What do we see on a daily basis that show us that we don't always look after our environment? E-Safety Going Places Safely: Explain how they can go to swimming places safely, but they need to follow certain rules to remain safe. Using Dog-Book story book.	Living in the wider world (Rights and responsibilities, Economic, Money) Class Expectations Identify why rules are important What do we have rules in school for? Money in School How are we like money? How can we do it? How do we identify money? How are different? Living in the wider world What can we do to help our school clean and tidy? What do we see on a daily basis that show us that we don't always look after our environment? E-Safety Going Places Safely: Explain how they can go to swimming places safely, but they need to follow certain rules to remain safe. Using Dog-Book story book.	Healthy Relationships (Rights and responsibilities, Economic, Money) Class Expectations How do I recognise how I can help? I can help by... How do we develop a good relationship? How do we develop a good relationship? Money in School How do we identify money? How are different? Living in the wider world What can we do to help our school clean and tidy? What do we see on a daily basis that show us that we don't always look after our environment? E-Safety Going Places Safely: Explain how they can go to swimming places safely, but they need to follow certain rules to remain safe. Using Dog-Book story book.	Healthy Relationships (Rights and responsibilities, Economic, Money) Class Expectations How do I recognise how I can help? I can help by... How do we develop a good relationship? How do we develop a good relationship? Money in School How do we identify money? How are different? Living in the wider world What can we do to help our school clean and tidy? What do we see on a daily basis that show us that we don't always look after our environment? E-Safety Going Places Safely: Explain how they can go to swimming places safely, but they need to follow certain rules to remain safe. Using Dog-Book story book.	Healthy Relationships (Rights and responsibilities, Economic, Money) Class Expectations How do I recognise how I can help? I can help by... How do we develop a good relationship? How do we develop a good relationship? Money in School How do we identify money? How are different? Living in the wider world What can we do to help our school clean and tidy? What do we see on a daily basis that show us that we don't always look after our environment? E-Safety Going Places Safely: Explain how they can go to swimming places safely, but they need to follow certain rules to remain safe. Using Dog-Book story book.	Healthy Relationships (Rights and responsibilities, Economic, Money) Class Expectations How do I recognise how I can help? I can help by... How do we develop a good relationship? How do we develop a good relationship? Money in School How do we identify money? How are different? Living in the wider world What can we do to help our school clean and tidy? What do we see on a daily basis that show us that we don't always look after our environment? E-Safety Going Places Safely: Explain how they can go to swimming places safely, but they need to follow certain rules to remain safe. Using Dog-Book story book.	Healthy Relationships (Rights and responsibilities, Economic, Money) Class Expectations How do I recognise how I can help? I can help by... How do we develop a good relationship? How do we develop a good relationship? Money in School How do we identify money? How are different? Living in the wider world What can we do to help our school clean and tidy? What do we see on a daily basis that show us that we don't always look after our environment? E-Safety Going Places Safely: Explain how they can go to swimming places safely, but they need to follow certain rules to remain safe. Using Dog-Book story book.

Our curriculum has been created for our pupils. It is a bespoke curriculum created using resources from the PSHE Association. We have tailored the areas of learning and content to reflect what we feel our children need to know and so that our curriculum is relevant to the local area. Learning follows a clear sequence in each year group and throughout school. The curriculum follows a progressive sequence where each year the children are able to build upon prior skill and knowledge to ensure a depth to learning.

Each teacher timetables a weekly explicit PSHE lesson. The PSHE programme of study will cover the following topics through a carefully planned programme of study that is appropriate to our school. The categories all fit into three wider topics: Health and Wellbeing, Healthy Relationships and Living in the Wider World. The 1decision curriculum, alongside the SEAL, RSE SPIRAL and DATE SPIRAL curriculum form the basis of PSHE sessions. Teaching and learning within the classroom adopts a wide range of strategies, which contribute to the development of the children's social and emotional well-being. The school's Inclusion Team work in conjunction with class teachers to address specific issues relating to PSHE. The school also receives support from the Local Authority advisor (Tanya Cross) and the associated PSHE network, other agencies such as primary Behaviour Support Service, Primary Jigsaw and Mosaic and the Abacus Learners' Centre to support the work done within school and to meet the needs of our learners.

Yearly PSHE Matrix

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Unit 1: Living in the wider world (Rights and responsibilities, Economic, Money)	Class Expectations Everyone in a Unique Living in the wider world Living in the wider world Living in the wider world Living in the wider world E-Safety - Strongly advised.	Class Expectations Everyone in a Unique Living in the wider world Living in the wider world Living in the wider world Living in the wider world E-Safety - Strongly advised.	Class Expectations Everyone in a Unique Living in the wider world Living in the wider world Living in the wider world Living in the wider world E-Safety - Strongly advised.	Class Expectations Everyone in a Unique Living in the wider world Living in the wider world Living in the wider world Living in the wider world E-Safety - Strongly advised.	Class Expectations Everyone in a Unique Living in the wider world Living in the wider world Living in the wider world Living in the wider world E-Safety - Strongly advised.	Class Expectations Everyone in a Unique Living in the wider world Living in the wider world Living in the wider world Living in the wider world E-Safety - Strongly advised.	Class Expectations Everyone in a Unique Living in the wider world Living in the wider world Living in the wider world Living in the wider world E-Safety - Strongly advised.



2. Learner voice

AA - I love P.S.H.E, I would even probably say it's my favourite subject because I love the things we talk about like money, puberty, marriage and antisocial behaviour. It's just useful to know about these things because they matter and happen in our world.

PJ - I think we need to value PSHE and RSE in school because it literally impacts our whole lives. If we didn't understand things like healthy relationships or how to stop yourself getting in debt, your life may turn out differently then it should.



3. Inclusive pedagogy

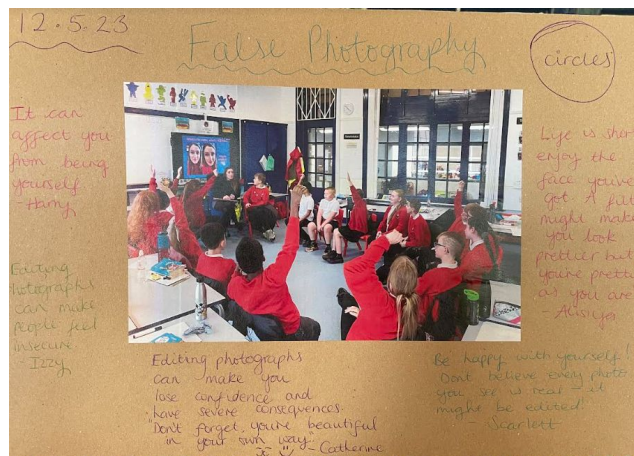


The Inclusion Team operates consistently with a number of school policies to ensure that the social and emotional needs of individual children are met. Through brief or prolonged interventions, further opportunities for learning through the PSHE curriculum are achieved. The children are given opportunities at a personal and individual level to explore their experiences, relationships, emotions, values, beliefs and attitudes and gain insight into the lives of others.

Within the PSHE and RSE curriculum we adapt our teaching to ensure inclusion for all learners, including those with SEND. We use stories throughout school to support understanding; age appropriate content for all children in class which is then adapted to individual needs. We also use 1-1 or small groups to support children within sessions. The use of 'Peer Support' is valued within these sessions, allowing children to practice answers with their peers first. We also encourage alternative ways to contribute to PSHE sessions or express their views. This can be done through drawing, writing, voice recordings or drama. In addition to this, we have a range of supporting resources such as 'Feelings and Emotions' cards, board games and puppets for role plays.

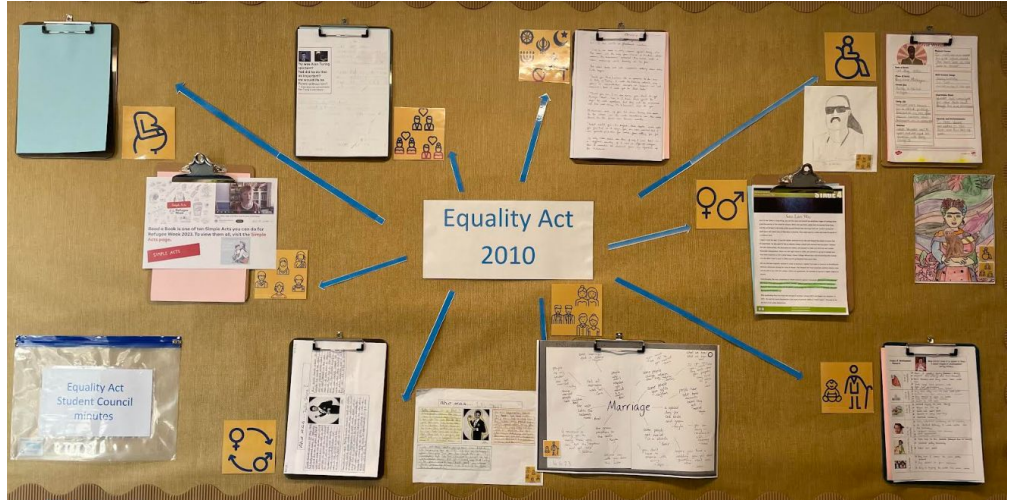
All the children at Adswold Primary School receive a broad and balanced PSHE curriculum, regardless of their age, gender, ability or cultural origin. Adaptive teaching strategies are in place to take into account learners' differing abilities and learning styles.

The school offers an 'open door' policy and parents and carers are welcome to come into school at any time to discuss the PSHE and RSE curriculum. The policy, scheme of work and resources are available for parents / carers. Our curriculum and universal provision aims to enable all children to achieve. The school works collaboratively to equip learners with the belief, knowledge and cultural capital they need to succeed in the next stage of life.



4. Learning environment

At Adswood, we pride ourselves on promoting P.S.H.E not only in the classroom but throughout the school. There are several displays promoting our schools core values, restorative approaches, inclusion, mindfulness, environmental awareness and many more. These ever changing displays are adapted frequently to ensure they reflect the current focuses within school. Our interactive 'Mindspace' areas outside classrooms encourage children to interact with the displays, reflect on their behaviours and feelings. These areas also have activities for the children to complete to support them in their mindfulness.



The Equality Act protects children and young people in different areas of their lives, for example when working or applying for a job, when using public or private services (e.g. transport, housing, membership clubs), and in education and training.

As a school we have begun to develop our understanding, implementation and teaching of the Equality Act 2010.

This is something the school identified as an area to develop cross the whole school to ensure we are leading with best practice. As such, the Equality Act 2010 has become ingrained into our minds from Governors, Senior Leadership Team, whole school, children and community partners.

5. Opportunities to celebrate PSHE.



We have many roles and responsibilities that children may apply for within school. These roles are celebrated through assembly where children receive their badges. These badges are worn every day. In addition to this, Always Award badges are a prestigious award that may be awarded by Mrs Smart for children who always make the right choices. We also award daily 'Star of the Day' certificates and 'Star of the Week' certificates every Friday.



7. Learning beyond the classroom

Each year we take part in Anti-Bullying week. This years theme was 'Reach Out' and all children took part in an activity whereby they discussed who you could reach out to when you are in a time of need.

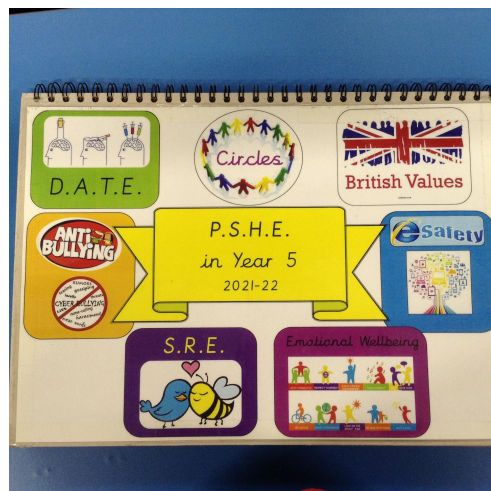
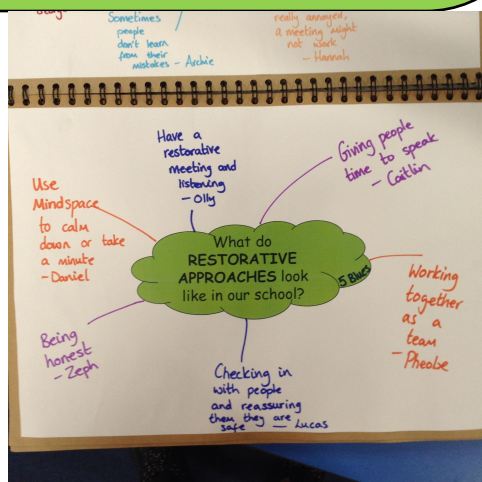
Our EBA books have become an integral part of our curriculum here at Adswood. Children love to take part in EBA learning each half term, focussing on new life skills that they will need to be successful in their journeys through life.

Year's 5 and 6 took part in the NSPCC workshop where they met 'Buddy' the speech bubble who told them all about the different types of abuse and how to get help if they need it.



8. Evidence of Learning

One way learning is evidenced in PSHE is through the use of floor books. Floor books contain images of activities, pupil voice, mind maps of discussions and many other forms of evidence. PSHE can also be evidenced in the voices of the children. Pupil voice is one of the most important ways to evidence PSHE. Hearing children talk about restorative approaches and managing conflicts between themselves evidences for itself how PSHE is established within school.



We also evidence PSHE within school through displays. There are a number of displays around our school, and paintings on the outside of our building that showcase how proud we are of our school and the ethos we create. Through explicit and indirect PSHE education, we have created an ethos that can't be evidenced in books or on walls but is a feeling that is commented on regularly by staff and visitors alike.

9. Staff CPD

Staff have access to Learning Leads to join the PSHE Network. The PSHE Network provides staff with resources, insightful journals and reading material and also offers opportunities for staff training. We also have regular staff Safeguarding training, wellbeing staff meetings, ACE'S training and much more to continuously develop their CPD.

