



# PSHE at St Bartholomew's CE (VC) Primary School

St Bartholomew's is a very rural village school with a close-knit community. Many of our families choose to spend their time in and around the immediate area and so our pupils tend to have a limited experience of the diversity of life outside the village.

At St Bartholomew's Primary School, we want to provide our children with a PSHE and SRE curriculum that enables pupils to develop the knowledge, skills and attributes they need to keep themselves healthy and safe and to prepare them for their future life and work in modern Britain.



On Wednesday we had a visit from local PCSOs. They talked to us about keeping safe at home, outside and at events such as firework displays.

We recognise that our children will face a vast range of moral, social and cultural issues as they grow up and develop in our ever-changing world. As a result of this, our PSHE curriculum provides opportunities for our children to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities, thus helping them understand how they are developing personally, socially and emotionally.

In recent years, we have seen an increase in the number of pupils presenting with social, emotional and mental health difficulties. We believe that emotionally healthy children achieve higher, so our curriculum is carefully planned to provide the building blocks that pupils need to regulate their emotions and tackle complex issues that threaten to compromise their own wellbeing; developing key skills and attributes such as resilience, self-management, empathy, critical thinking, communication, team work and negotiation plays an integral part of this.

## Intent

Our PSHE curriculum focuses on three core themes: health and wellbeing, relationships and living in the wider world. This create a comprehensive framework which carefully matches the needs of our pupils and the context of our school. By the end of their time in each class, the key information and skills that we want children to have and apply is as follows.



Emily Explores construction to express her ideas and feelings. "Our class- mrs collier, Olivia, Emily and her friends."

### EYFS

#### KS1

Pupils should be competent in describing how they are feeling, selecting from a vocabulary that includes happy, sad, angry, excited, worried and okay. Children should usually be able to work and play together cooperatively and be beginning to use some strategies to resolve conflicts independently. They should be able to manage their own personal hygiene, which includes going to the

toilet, hand washing and getting dressed independently. Pupils should be demonstrating care and concern for living things and the environment, putting litter in the bin at playtimes for example.

#### LKS2

Pupils should continue to build up their emotional vocabulary, and begin to categorise comfortable and uncomfortable feelings, utilising simple strategies to manage these feelings as taught in Zones of



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Regulation. Children will be able to put into practise strategies for keeping safe online, using medicines, out on the roads and in water. This also includes identifying appropriate boundaries in relationships with family, peers and others and the difference between secrets, surprises and which secrets we should tell. All of our children can confidently identify their special people, who they trust to 'tell' or ask for help.

### UKS2

Children build on their understanding and appreciation of diversity in society and recognise the consequences of discrimination, teasing, bullying and aggressive behaviours, responding to them and knowing where to ask for help. Pupils resolve differences by looking at alternatives, seeing and respecting 'others' points of view, making decisions and explaining choices. **After seeking advice, we have developed a 'spiral' curriculum for our whole-school, which builds on knowledge, skills and understanding year upon year.**

### Impact

Judging impact in PSHE can be difficult as it can be perceived as a 'personal judgement' of an individual's own values, beliefs or behaviour. However, we believe that assessment is an invaluable part of the learning journey and teachers and learners need to establish whether, and to what extent, learning outcomes have been achieved and what next steps need to be to further progress. Impact is measured through assessment for learning opportunities and formative assessment techniques, which are carefully planned for and an integral part of lesson content. Learning outcomes are shared with the children at the start of the session so pupils are clear on what we want to achieve.

Within all lessons, children have the opportunity to reflect on what they have learnt within a session and these reflections are usually recorded in a class scrap book. Teachers are observing and assessing learning throughout sessions based on participation in activities as well as pupil reflections.

They use effective questioning to help elicit understanding and provide feedback which leads learners to recognise their next potential steps and how to take them. This could be verbally or could be part of the summary they write in the class scrap book at the end of each session. This approach actively involves children in their own assessment and promotes confidence that everyone can improve at their own pace. In lessons you will see that our children are confident, enthusiastic and active participants.

They are clear on what they are learning and why and respond well to the activities presented to them because their teachers know them so well and activities are well-matched to their needs. PSHE is not a subject that can just stand on its own. We ensure there are always opportunities for application of learning within and across subject disciplines and the wider school environment. The impact on our children is clear: progress, sustained learning and transferrable skills, **even more importantly: socially, emotionally and mentally healthy children.**

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