

Tenbury Primary Academy



School Vision Statement

Tenbury Primary Academy is a welcoming, inclusive and nurturing family with Christian values at our core. We are dedicated to promoting friendship, compassion and respect to enable everyone to flourish. With courage and perseverance we aim to be the best that we can be.

'Therefore encourage one another and build each other up.'

Thessalonians 5:11

PSHE at Tenbury Primary Academy

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Tenbury Curriculum Intent

The vision for our curriculum is to equip children with the skills to be safe, confident and creative, inspire them to ask questions and explore possibilities about their changing world and enable them to make a positive difference in both our local and global communities of the future. Staff and pupils will achieve this together, supporting each other along the way, working collaboratively and encouraging one another to be reflective thinkers.

This is our PSHE philosophy

At Tenbury Primary School we believe that a collaborative culture is fundamental in enabling children to develop personally and emotionally, and as young citizens. Children grow up in a complex and ever-changing world and are exposed to an increasing range of influences. As a school we aim to build on and complement the learning that has already started at home to provide the knowledge, understanding and skills that children need to lead healthy, fulfilling and meaningful lives, both now and in the future.

Personal, Social, Health and Economic Education (PSHE) are central to a school's ethos, supporting children in their development, and underpinning learning in the classroom, school, and in the wider community. Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens.

What PSHE looks like in our School

- Inspiring and thoughtful lessons
- Giving children accurate and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- All children given the opportunities to contribute in discussions and in groups
- Opportunities for critical thinking and discussion
- Exciting and creative lessons linked to our 'My Life' scheme of work and Big Question topics in English, where appropriate
- Cross curricular and discrete lessons
- Creative work, exploring ideas and recording experiences
- Children who know how to keep themselves safe online

By the end of EYFS pupils will:

Self-Regulation	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Work and play cooperatively and take turns with others.• Form positive attachments to adults and friendships with peers.• Show sensitivity to their own and others' needs

By the end of Key Stage 1:

- Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.
- They can demonstrate that they can manage some feelings in a positive and effective way.
- They begin to share their views and opinions (for example talking about fairness).
- They can set themselves simple goals (for example sharing toys).
- Children can make simple choices about some aspects of their health and wellbeing (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest).
- They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body.
- Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely).
- They can explain that people grow from young to old. Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.

- They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).
- They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).

By the end of Key Stage 2:

- Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates).
- They can express their views confidently and listen to and show respect for the views of others.
- They can identify positive ways to face new challenges (for example the transition to secondary school).
- They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.
- They can talk about a range of jobs, and explain how they will develop skills to work in the future.
- They can demonstrate how to look after and save money. Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise).
- They can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions).
- They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.
- They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.
- They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).
- Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it.
- They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).
- They can respond to, or challenge, negative behaviours such as stereotyping and aggression.

This is how it works:

- Lesson provided through cross curricular or discrete lessons
- Clear progression of skills developed throughout school
- Progression of knowledge developed each year
- Workshops and topic days that bring topics to life
- Pupils are taught in discrete weekly lessons sometimes recording their learning.
- Days and weeks are dedicated to aspects of PSHE and SMSC such as anti-

bullying days and Safer Internet Week.

- Incidental PSHE happens during the day to support children in their lives.

This is what adults do:

- Learning walks to see evidence of PSHE being taught
- Whole school CPD
- Support, encourage, foster and nurture an understanding of SMSC
- Information gathering - pupil perceptions, staff audit
- Network with other PSHE professionals in the county.
- Teachers work collaboratively to support each other in the teaching of PSHE and RSE, understanding and applying current developments in the subject, and providing direction for the subject in the school.
- Curriculum leader evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.
- Create a positive learning environment to encourage discussion and personal opinion
- Ensure a safe working environment
- Look for opportunities to use specialists and outside providers when necessary

This is how we support:

We teach PSHE to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Different technologies and support are used to allow children with special educational needs to have access and contribute to lessons.

We teach PHSE to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children.

- Teachers provide learning opportunities matched to the needs of children with learning difficulties.
- Small group or 1:1 where needed
- A range of equipment and resources so children can make progress

This is how we challenge:

- Differentiated lessons
- Additional activities to stretch learning or develop skills
- Extra-curricular activities targeted at gifted and talented children

This is how we ensure all children can access the curriculum:

- EAL and SEN children are introduced to vocabulary before the lesson
- Peer support
- Providing equipment that may support individuals

This is what you might typically see:

- Happy and engaged learners
- Children demonstrating transferable skills, knowledge and expertise
- Lessons which are creative and fun, fostering a love of learning
- Children demonstrating a rich vocabulary
- Curious children who ask questions and take part in discussions
- Children who understand the importance of making mistakes and persevering to work through problems
- Confident children who are willing to persevere

This is how we know how well our children are doing:

- Informal judgements based on observation during lessons.
- Ongoing formative assessment as teachers constantly review learning and what the children have remembered
- Summative assessment discussed during transition meeting with next class teacher
- Children putting what they have learnt about relationships into action, linking this to our Christian values and earning stickers when this is demonstrated
- Pupil interviews carried out by our PSHE Subject leader

This is how PSHE contributes to the spiritual, moral, social and cultural development of the child:

Within PSHE lessons children are given the opportunity to work collaboratively and communicate effectively with each other. Personal, Social, Health and Economic (PSHE) education equips children with the knowledge, understanding, skills and strategies required 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. A critical component of PSHE education is providing opportunities for children to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE may also contribute towards both whole school and class worship sessions, linked to our Christian values.

Cultural Capital:

At Tenbury Primary School Cultural Capital is a term to describe the tools that students will need to learn in order to be successful in the world of work, in relationships forged throughout life and as a valued contributor to society as a whole.

These tools consist of knowledge gained, behaviours learned and skills mastered and it is our job to ensure that all learners have the opportunity to develop these attributes through their school experience.

We plan to enrich a student's development in the following areas to increase their 'Cultural Capital balance'.

- **Personal development**

Personal, Social and Health Education learning (PSHE). This is achieved through weekly assemblies led by class teachers, which introduces a Christian value that may then be followed up in more depth during a weekly PSHE lesson. The value we attach to the importance of this subject means we spend more time studying PSHE than guidelines recommend.

- **Spiritual, Moral, Social and Cultural (SMSC)**

Our weekly PSHE sessions address all aspects of SMSC, British Values, the Prevent strategy and Personal Development criteria. Pupils enjoy having topical debates and gain a much better understanding of current affairs. As well as inspiring young people to have a voice on many issues it also means that we confidently cover these important values. Weekly PSHE sessions and/or Worship will cover values such as:

- Understanding human feelings and emotions;
- Developing and Expressing Personal Views on moral/ ethical issues;
- Understanding how communities' function and resolving conflict;
- Understanding and respecting diversity;
- How to use anti-bullying strategies to minimise hate and prejudice-based bullying;
- Promoting fundamental British values.
- The use of regular student voice to understand the viewpoint of our students and ensure they have a voice within the school:
 - School Council to debate issues facing the school and addressing student concerns to effect change within our school.
 - Worship Crew to lead on the promotion of Christian values
 - Eco Warriors to effect change linked to sustainability
 - Pupil Safety Committee to ensure pupils have contributed to our Anti-Bullying Charter and Online safety policies
- Access to the cultures of other countries through:
 - the curriculum
 - enrichment trips and visits
 - our partnership with Maramba A Primary School in Tanzania

- **British Moral values development**

Our PSHE planning explicitly covers British values such as:

- An appreciation of the democratic process, including advantages and disadvantages;
- An appreciation that living under the rule of the law protects individual citizens;
- The importance of identifying and combatting discrimination; the role of extracurricular activities to understand faiths and promote British Values.
- PSHE sessions that regularly cover the fundamental aspects of British Values.
- Taking part in election processes within the school, such as voting for school council.

[This is the impact of the teaching:](#)

- Confident children who can talk and understand about PSHE and relationships
- Children who are enjoying their learning in PSHE
- Opportunities for the children to be part of committees, develops leadership skills, confidence, self-worth and a sense of 'courageous advocacy', equipping them with the skills to make a positive difference in our communities of the future