



Curriculum summary

Subject: PSHE

Intent:

Why we teach PSHE

DILS is a welcoming and caring school, promoting high standards and encouraging every pupil to be a positive participant in society. Our 'Learn, Believe, Achieve' motto underpins every part of our teaching and learning and staff members strive to provide children with skills for life through our PSHE curriculum. We also strive to ensure that all pupils develop an enthusiasm for and a love of learning.

At DILS, PSHE education linked with SMSC and the teaching of British Values, addresses both pupils' direct experience and preparation for their future and ensures learning is revisited, reinforced and extended in age- and stage-appropriate contexts. Our PSHE programme is tailored to meet all pupils' needs regardless of their educational needs, gender, race, disability, ethnicity or faith. It is also tailored to our local circumstances.

Relationships Education (RE) is delivered through the PSHE curriculum and compliments content covered in other subjects such as Science, Computing and Religious Education. It focuses on teaching the fundamental building blocks of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being Safe

Implementation:

How we teach PSHE

The PSHE education curriculum is organised as part of a whole school spiral curriculum. Each year group covers the three core themes of: Health and Wellbeing, Relationships and Living in the Wider World. The PSHE/SMSC plan from Year One to Four is designed to build on prior knowledge and the issues covered are introduced at an age-appropriate level. The PSHE Association states that it is important to consider the following three stages of a lesson when planning to cover a topic in PSHE/SMSC:

- explicitly teach about an issue: the lessons that offer factual information
- explicitly teach how to manage an issue: the lessons that develop the strategies, language and skills pupils will need to manage the situations or 'moments' in which they encounter an issue
- underpin the topic-specific learning: relevant learning (sometimes from earlier years and key stages) that provides the foundation for new explicit learning.

Activities encourage children to use and build on their teamwork skills in a variety of contexts and are a key part of our transition into the next academic year each September. Children are supported to make new relationships with staff and peers in their new classroom environment. Whenever possible, links are made with other curriculum areas to enhance learning and make PSHE education topics relevant to children's lives.



PSHE is woven into many aspects of school life on a daily basis (assemblies, curriculum/visitor links). The time allocated to PHSE is determined by the whole school curriculum policy. This is expressed as an amount of time each week:

- Early Years Foundation Stage - 20 minutes
- Key Stage 1 – 30 mins
- Key Stage 2 – 40 mins

In reality, there will be periods where more or less time is spent on the subject, depending upon the topic being studied.

Early Years Foundation Stage (EYFS)

Within the EYFS children are building on the Early Learning Goals **Personal Social and Emotional Development (PSED)** developing their crucial knowledge, skills and understanding that will help them make sense of the world and which forms the foundation for later work in this subject.

How we plan for learning

PSHE lessons are delivered by class teachers using planning developed from PHSE Association, recorded on the school weekly overview template. Each year group has their own long-term overview and medium-term plan to follow that is specific for their cohort and developed from a programme from the PSHE Association. Staff ensure, when appropriate, that the methods of teaching include a wide variety of approaches to present the opportunity for the learning of high-level skills and for open-ended investigation and research. Circle time is well established in all classes and class and school councils are carried out on a regular basis.

Differentiation for SEND Children

Throughout their school career children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as sex and relationship education or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children. Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles.

How we assess learning

Learning is assessed during lessons through the use of floor books. Children's contributions to the lesson are recorded through photographs, annotations and key points from discussions then assessed against the learning outcomes.

Impact:

Our expectations for all

Through a rigorous and balanced PSHE curriculum, DILS offers opportunities for pupils to feel reassured and secure about the emotional and physical changes in adolescence and their rights concerning their own bodies feel positive about themselves increase their awareness of healthy lifestyles increase their awareness of internet safety. Take and share responsibility participate in discussions towards understanding democratic decision making make real choices and decisions meet and talk with people develop relationships through work and play consider social and moral dilemmas that they come across in life ask for help, find information and advice prepare for change explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and



responsibilities learn the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

Our expectations for Year 4

By the end of Year 4, children at DILS will have covered the following aspects of the PSHE programme of study.

- Healthy lifestyles
- Growing and changing
- Keeping safe
- Rights and responsibilities
- Environment
- Money
- Feelings and emotions
- Healthy relationships
- Valuing difference

How we measure impact

We measure our impact of our PSHE curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- Pupil discussions about their learning.

How we monitor PSHE

The subject leader completes lesson visits, planning checks and collects pupil voice termly to ensure high quality progressive teaching and learning is consistent across the school.

How we report

The teacher reports engagement and progress face to face during parent teacher meetings and in an end of year report.

Meetings with the link governor take place annually.

Reporting outcomes from planning checks, pupil voice and lesson visits to staff termly