



How we teach PSHE at Dunstable Icknield Lower School (DILS)

“What we instil in our children will be the foundation upon which they build their future.” S. Maraboli

The importance of Personal, Social, Health Education

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.

Children reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. It is not enough to simply teach pupils about issues covered. Children need to be able to explore their attitudes, values and beliefs about them and to develop the skills, language and strategies necessary to manage these issues should they encounter them in their lives. (PSHE Association, 2017)

Delivery – scheme of work	PSHE lessons are delivered by class teachers using planning developed from PHSE Association, recorded on the school weekly overview template Within the Foundation stage children are building on the Early Learning Goals 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.
Time allocation	KS1 & KS2 – 1:00 weekly
Subject evidence	Pupil voice attitudes; display material, floor books
Assessment	Assessment for learning during lessons
Reporting	Teacher reports progress face to face during parent teacher meetings and in a written report
Tracking and monitoring	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



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Our learning behaviours

At DILS, we apply learning behaviours (learning muscles) to our daily lives. Every member of our school community (staff, parents, governors and children) aim to demonstrate the learning behaviours on a day to day basis. Our ability and willingness to do so makes DILS a very special and aspiring place to be.

Our learning muscles form the acrostic 'Icknield' and each letter stands for:

- I – Improve all the time
- C – Cooperate
- K – Keep Concentrating
- N – Never Give Up
- I – Imagine
- E – Enjoy Learning
- L – Let's Have a Go
- D – Do Be Curious

Objectives

Through a rigorous and balanced PSHE curriculum, we aim to:

- provide knowledge and understanding about changes that occur in puberty to adulthood
- develop an awareness of people's actions and responsibilities for their actions
- encourage children to practise discussion and decision-making techniques to resolve problems across the curriculum areas and including when to ask for help
- raise awareness of healthy lifestyles
- provide information about how our bodies work and the effects of dangerous activities and substances with regard to our health and safety (through assemblies, PSHE education, e-safety, P.E. and Science)
- create a safe and caring environment
- provide appropriate guidance on the responsible use of ICT
- have a shared understanding of morality, where staff members foster this for our pupils
- provide pastoral support to our pupils through liaison with outside agencies and parents
- encourage parental involvement, understanding and support with curriculum issues (including through reports, our prospectus, open days and parent evenings)
- provide positive role models
- identify key people in the management and Key Stages to oversee the PSHE education policy and meet professional needs of all staff.

Organisation

The PSHE education curriculum is organised as part of a whole school spiral curriculum. Each year group covers the three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World



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The PSHE/SMSC plan from Year 1 to 4 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).

Planning and Evaluation

All year groups follow a long and medium-term overview. This 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 school council is carried out fortnightly.

Please see below to find a list of some of the visitors/experiences we have welcomed through our door to support our children in PSHE:

- Parking Patrol initiative to promote safe parking around school
- The Police on e-safety
- Fire Brigade on fire safety
- School nurse on keeping well
- The NSPCC on keeping safe
- Road safety training
- Bikeability on road and bike safety
- Drama performance on anti-bullying
- Variety of charity fund raising events

Our school nurture team works closely with children to support their individual needs. Each programme is tailored for the individual child and a close link between school, child and home is established to provide maximum support for the child.

Children are encouraged to share their personal achievements both in class and in school assemblies. Each week in assembly a 'Class Teacher Award' is presented. Due to the cross-curricular nature of PSHE education, teaching opportunities will arise in almost all curricular areas

Resources



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- PSHE Association Curriculum and resources
<https://www.pshe-association.org.uk/>
- Relevant stories in the library and other age appropriate materials are available in year groups
- PSHE and pastoral folders available on the drive