



# Personal Social Health and Economic Overview

PSHE keeps us healthy and safe, preparing us for life and work in the wider world.

At Ellington Primary School, we are committed to providing a purposeful and empowering curriculum that fully prepares learners for the next steps in their school career and the **wider world**. We want our children to **believe and achieve** and understand that it is essential that they appreciate the world they live in. We aspire in our curriculum to give children the belief that they are capable of achieving great things. We hope that our PSHE curriculum gives the children the knowledge and understanding they need to make informed choices and to be a positive influence in the communities that they belong to.

At Ellington Primary School we have three curriculum drivers:

## Aspirations

Our PSHE curriculum aims to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of 5 core theme: Family and Relationships; Health and wellbeing; Safety and the changing body; Citizenship and Economic wellbeing. We want our learners to feel empowered with the knowledge, skills and attributes they need to manage life's challenges and make the most of life's opportunities. We aim to give our learners the knowledge and tools they need to understand how to take care of themselves, physically and mentally, and how they can stay safe and thrive in an ever changing world

## Wider World

At Ellington Primary School, we are committed to providing a purposeful and empowering curriculum that fully prepares learners for the next steps in their school career and the **wider world**. Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also includes challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

## Independent Thinking

Shared learning objectives allow children to take ownership of their learning and support them in monitoring their progress. Class teacher thinking is also verbalised and shared to model this thinking process. Classroom displays allow children to see what expected behaviour looks like in practise and encourages the positives instead of focusing on the negatives. As children move up school they are encouraged to independently identify learning behaviours required to be successful in their learning. This supports our curriculum driver of 'independent thinking'.

## Subject Aims

PSHE content is age appropriate and developmentally appropriate. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need.

Our PSHE curriculum puts in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

In addition to the statutory requirements (September 2020), our PSHE curriculum also includes the strand 'Economic wellbeing'. This includes learning about economic wellbeing: ambitions, work and career, economic wellbeing: money, media literacy and digital resilience, community and shared responsibility.

Our PSHE curriculum will consist of the following core themes:

- Family and Relationship
- Health and Wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

### **Family and Relationships**

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, pupils will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary school.

Teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts will enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help children recognise any less positive relationships when they encounter them.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care is taken to ensure that there is no stigmatisation of children based on their home circumstances and teaching needs to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

### **Health and Wellbeing**

The aim of teaching pupils about health and wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It will enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Effective teaching aims to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Ellington Primary School has an atmosphere that encourages openness. This means that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing. At Ellington Primary School we have 'It's Good to Talk' sessions everyday which children can drop in to any member of the SLT team to talk about anything that is worrying them or they are feeling upset with.

The focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers are clear that mental wellbeing is a normal part of daily life, in the same way as physical health. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid. Emphasis is given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors. A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

### **Safety and the changing body**

Throughout their time at Ellington Primary School children will cover a wide range of topics within Safety and the changing body. Throughout this topic they will cover, how to get help in everyday life (emergency services), the effects of legal and illegal drugs, alcohol and tobacco, basic first aid and then in Year 6 they will also cover the changing adolescence body (including puberty, conception and birth). By the end of Ellington Primary School children should be aware of how to keep safe on and offline.

Pupils are taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary, pupils are taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

### **Citizenship**

Pupils will learn about what rules are, why rules and laws are needed in different situations and the consequences of not following them. Teaching will enable children to understand the importance of having compassions towards others and the shared responsibilities we all have for caring for other people, living things and the environment.

Pupils are given opportunities to discover the different groups they belong to and about the different groups that make up their community. Pupils learn about diversity and the value of diverse communities. They learn about stereotypes and how they can negatively influence behaviours and attitudes towards others. Children are given strategies for challenging stereotypes.

### **Economic Wellbeing**

Children learn about money and the different forms it comes in. They recognise that people have different attitudes towards saving and spending money, explore what influences people's decisions and what makes something 'good value for money'. Children are exposed to the need to manage money and recognise that spending decisions should be based on priorities, needs and wants.

**We cover the statutory aims of the national curriculum for PSHE:**

[A link to the Relationship education statutory guidance.](#)

[A link to the National Curriculum: Religious Education Guidance](#)

# Personal, Social, Health and Economics: Intent, Implementation, Impact

## Intent

At Ellington Primary School, we have created our PSHE curriculum with the intent that our children will gain knowledge, skills and attitudes that they need to effectively navigate the complexities of life in the 21<sup>st</sup> century. Our curriculum has been designed to cover the key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships and financial matters and we aim to support them in becoming confident individuals and active members of society.

Our PSHE curriculum covers the Relationship and Health Education statutory guidance (as set out by the DfE), including the non-statutory sex education as we believe it is important for our children to understand conception and pregnancy and birth (parents do have the option to withdraw their child from this lesson and will do so in writing) by the time they leave Year 6. The curriculum has also been designed to contribute to children's personal development as set out in the Ofsted Inspection Framework and it promotes the four fundamental British Values which reflect life in modern Britain: democracy; rule of law; respect and tolerance.

## Implementation

The teaching and implementation of the PSHE curriculum at Ellington Primary School is based on the statutory requirements for Relationship and Health education as well as referring to the PSHE association's programme of study which is recommended by the DfE.

We have developed our curriculum at Ellington Primary School that is primarily based on the PSHE Kapow scheme. The Kapow Primary Scheme is a whole school approach that consists of five areas of learning: Family and Relationships; Health and wellbeing; Safety and the changing body; Citizenship and Economic wellbeing. Each area of learning is revisited every year to allow children to build on their prior learning and work on their retrieval practise. This Scheme of Work provides a model for teaching and learning in PSHE from Year 1 through to Year 6.

Sex education has been included in our curriculum in line with the DfE recommendations and is covered in Year 6 Spring 1 (parents do have the option to withdraw their child from this lesson and will do so in writing).

## What will I see if I visit a PSHE lesson at Ellington?

**Knowledge check:** An opportunity at the beginning of the lesson to revisit prior learning to support with the recall and retention of key knowledge as well as addressing misconceptions.

**Creative quality first teaching:** Teachers at Ellington primary school work collaboratively with children to bring children's learning to life. Teachers ensure that all children including those with special educational needs access high quality teaching to ensure they have the tools and resources they need to succeed.

**Clear instructions:** Teachers ensure that children receive factual information which is taught using the correct technical vocabulary and appropriate language. We ensure that the teaching is explicitly clear and tailored to meet every individual. Teachers will deliver lessons which have been carefully planned and resources and modelled to provide the best possible teaching and support for all children

**Skillful teacher questioning:** Questioning is carefully planned into the curriculum to aid discussion with children about their work. Staff use responses to form parts of the assessment process, reflecting on the children's understanding of what has been taught.

In PSHE lessons children are able to pass on questions they are not comfortable in answering however distancing approaches are used to de-personalise discussions to encourage children to answer questions and feel more comfortable in doing so as and can contribute in a less personal manner.

**A creative, safe and supportive environment:** Children and adults work together to make classrooms safe and happy places to be. Mistakes are celebrated and seen as opportunities to learn. Children are reminded of personal safety and risk assessment. We use the Zones of Regulation to support children in making positive choices around their behaviour and refer to class charters and school rules.

**Work we are proud of:** At Ellington Primary School, we celebrate beautiful work. Driven by our value of 'Pride' we teach children the importance of well-presented, carefully planned work.'

**Links to our curriculum drivers and school values:** Wherever possible, teachers highlight links to curriculum drivers and school values so that children recognise their importance and support their learning. For example, links may be made with careers relevant to that subject or unit of work.

**Lock it in:** Completed in the plenary, this activity is an opportunity to assess key learning from the lesson and is used to support future planning.

### Impact

The impact of the curriculum on the learning of our children will be measured using formative assessment throughout the year by teachers. Teachers assess children's development in skills and knowledge. Expected outcome statements are being developed to measure progress within the subject.

Our school has a respectful and supportive ethos. Our approaches in PSHE also supports the children in learning and developing transferable skills, such as collaborative and independent learning, speaking and listening skills, as well as empathy and the need to recognise the success and achievement of others.

PSHE plays an important role in preparing our children for adult life, employment and lifelong learning. Our children become successful learners, confident individuals and responsible citizens. Once the full scheme has been taught all learning outcomes will have been covered from the Relationship and Health statutory guidance and children will be able to utilise their learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing where and how to get help when needed.