

*“Children with higher levels of emotional, behavioural, social and school well-being on average have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.”*

Leslie Morrison Gutman and John Vorhaus.

## Subject Rationale

Mount Street Academy is committed to providing a high-quality educational experience for all pupils. Our Personal, Social and Health education (PSHE) curriculum determines and underpins the whole ethos of our school and is embedded through our Dream Team Values. It is important that every child has access to a PSHE curriculum in order to be able to be healthy, safe and manage their academic, personal and social lives in a positive way. Relationships and Health Education (RHE) was made compulsory in all primary schools from September 2020 and this therefore stresses the importance of children knowing and understanding ways in which they can make positive relationships, enjoy learning about themselves and others and also how they can be healthy and safe. We ensure that children are able to do this through the deliverance of our PSHE curriculum, which encompasses all Relationships and Health Education aspects. Children need to be able to self-regulate and manage their emotions in order to be successful within their academic lives, and the deliverance of PSHE will enable children to be able to do so.

## INTENT

At Mount Street Academy, our intention is that our PSHE curriculum will give children the knowledge that will enable them to make informed decisions about their health, well-being, self-efficacy and relationships.

Within the Early Years Foundation Stage (EYFS), PSHE falls under one of the three prime areas: Personal, Social and Emotional Development (PSED). Through continuous provision, child-initiated and adult-initiated learning, children learn about making relationships, self-confidence and self-awareness and also learn how to manage their feelings and behaviour. It is integral that children acquire these skills at a young age in order for them to self-regulate and to help them as they grow older. Through following the Jigsaw PSHE scheme, this KS1 approach will allow children to develop their resilience but also to know when to ask for help and where they can access it.

PSHE falls under the umbrella of Spiritual, Moral, Social and Cultural development (SMSC) but also underpins all activities, assemblies, educational visits and extra-curricular activities. Through our PSHE circle time sessions, it is our intention that children will start their journey successfully to becoming healthy, independent and responsible members of society. We want children to acquire the skills they need throughout their life and to prepare them for modern Britain.

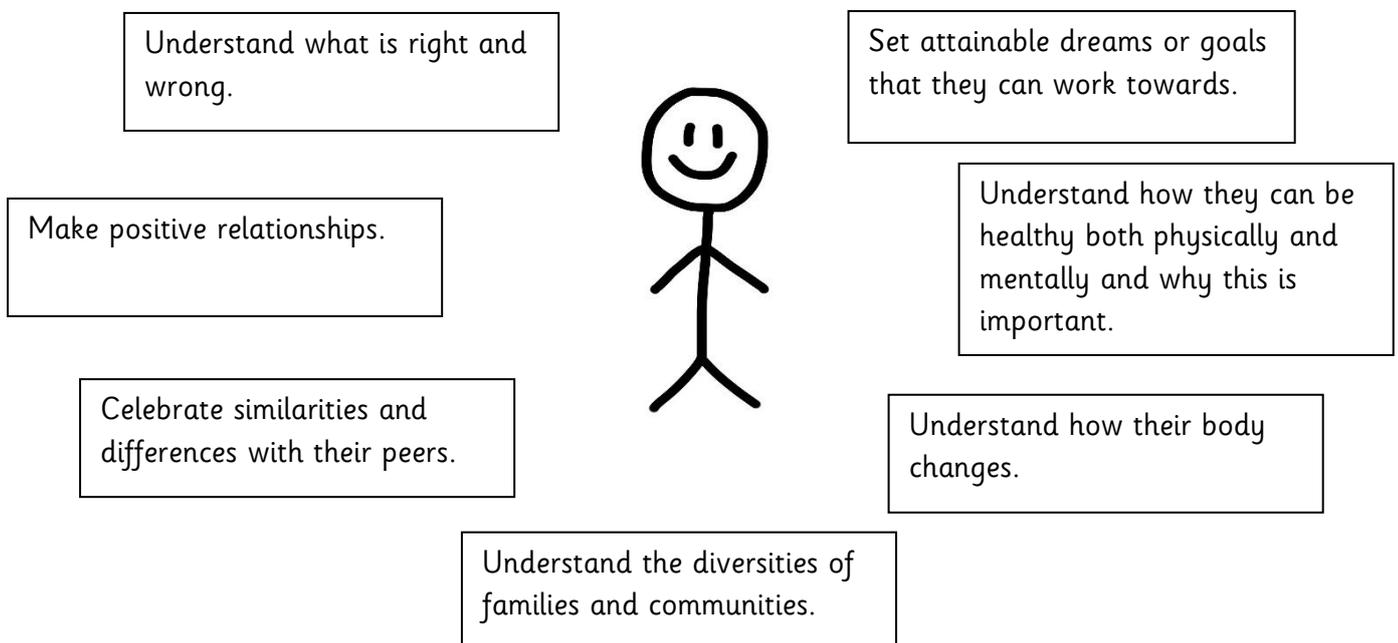
Within KS1, the Jigsaw topics are as follows:

- Being Me in My World
- Celebrating Differences
- Dreams and Goals

- Healthy Me
- Relationships
- Changing Me

The Jigsaw scheme falls in line with the current statutory guidance for Health and Relationships Education. The topics are the same throughout Year 1 and Year 2 as this allows learning to be coherent and sequenced and ensures that knowledge and skills are acquired cumulatively. The guidance states that within Relationships Education children must learn about: families and people who care for me, caring friendships, respectful relationships, online relationships and being safe. The guidance that within Health Education children must learn about: mental well-being, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body. Mount Street Academy is an infant school and therefore it is not appropriate for children to learn about some of the aspects of Health Education. Therefore, our intention is that children will acquire the skills that they need, and then this will be developed this as they move onto Junior School life. This is outlined in our Relationships and Health Education policy. All children will be given equal opportunities to learn these life skills. PSHE is accessible for all and teachers will adapt where necessary, considering the individual needs of the children in the class. Children will be able to recognise how they are feeling and will be able to know how to deal with situations or where to draw support from if they need it. Mount Street Academy recognises the diversity of families and communities and our PSHE and RHE Curriculum provides children the opportunity to explore the context of different families,

**By the end of Key Stage 1, a Mount Street child will be able to...**



### **Subject disciplines/key concepts/skills**

- Listening to others
- Taking turns to speak
- Using kind and positive words
- Respecting each other's privacy

## IMPLEMENTATION

At Mount Street Academy we implement our approach through high quality teaching that provides equal opportunities for all children. Children in EYFS are taught the foundation skills they need to develop personally, socially and emotionally. This is through circle time sessions but also happens on a day-to-day basis through continuous provision and play-based learning. Daily routines, indoor and outdoor provision where personal and emotional skills are reinforced creates opportunities for further discussion and application of personal, social and emotional knowledge and skills. Continuous provision also allows children to revisit discussions had in circle time sessions through different contexts such as stories, games and songs. Each circle time session allows children to check their understanding of previous learning and they are then able to build upon this; any misconceptions are identified and addressed through verbal feedback from teachers.

In Year 1 and Year 2, children are taught personal, social and health education knowledge and skills through the Jigsaw scheme of learning. The topics are the same for both year groups, and this allows the skills and knowledge taught in Year 1 to be embedded and for them to build upon this when they reach Year 2. Teachers deliver the Jigsaw scheme through circle time sessions; this allows for clear verbal feedback from teachers and for teachers to be able to check children's understanding. Skills and knowledge that is taught within the circle time sessions allow children to use this in their wider life and apply this to their own experiences. In Year 1, children are able to access continuous provision both indoors and outdoors which allows them to develop their personal, emotional and social skills. This could be through different contexts such as daily routines, songs, stories or games.

Although Key Stage 1 follow the Jigsaw scheme, teachers may also come away from this for certain circle time sessions and adapt where necessary so that they are able to respond to children's individual needs.

Assemblies also thread through the skills and knowledge taught in PSHE and there are opportunities throughout the academic year which enable PSHE to play a vital role, such as Anti-Bullying Week and Children's Mental Health Week. There are also several cross-curricular links within PSHE and some of this is delivered through other lessons. Through Computing, we teach the children how to be safe online and why it is important that we do so.

### **Opportunities to revisit learning:**

#### **Vertical links across year groups**

Children build upon their personal, social and emotional skills developed in Nursery and Reception, throughout their school life at Mount Street Academy. As PSED is a prime area within the EYFS, it is placed with high priority in teaching children fundamental life skills. If children have not acquired the basic PSED skills within the EYFS then this is threaded through into KS1, where adults will put provision in place so children can acquire these skills, so that every child's individual needs are met. In KS1, using the Jigsaw scheme allows the children to develop their knowledge and advance what they have learned in Year 1, in Year 2. The topics are similar which demonstrates the importance of developing their knowledge for these areas once the children mature.

#### **Horizontal links across subjects**

##### **Science**

Children learn about different body parts and the correct terminology for this. They also learn about what constitutes healthy eating and how they can keep the body healthy. Children learn about life cycles of animals and this then links to the developing and changing body.

## **PE**

Physical education is often highlighted and delivered through PSHE. Through Jigsaw, we cover a variety of healthy lifestyle sessions in our 'healthy me' unit of work. This enables children to explore different aspects of what being healthy means in a more specific framework. Children also learn how to work together as a team and how to develop these skills.

## **Computing**

Children learn about the importance of online safety, who they can turn to if they do not feel safe on the internet and keeping personal information private. This links to a key part of the Computing curriculum.

## **Local links and Cultural Capital**

- To develop our teamwork skills, our sense of celebration of successes and health and well-being, we partake in Sports Day every year. We work alongside our local area and use the local University to facilitate this.
- To develop our mental health, listening skills and self-discipline, we provide children with the opportunity to engage in a martial arts workshop with a local company.
- To develop our understanding of people who help us, we have visits from the local fire service so that children are able to learn about their role and responsibilities.

## **SMSC**

PSHE is a thread that comes from Spiritual, Moral, Social and Cultural (SMSC) development.

### **Spiritual**

Children develop spiritually through our PSHE curriculum, where children engage in weekly circle time sessions. During these sessions, children are able to be reflective on their experiences and gain a sense of enjoyment in learning about themselves. Our intention is that the PSHE curriculum will give children the knowledge that will enable them to make informed decisions about their health, well-being and self-efficacy.

### **Moral**

Through PSHE, children develop their moral skills. They learn about what is right and wrong and also that their actions have consequences, whether they be positive or negative. The children learn about their rights and responsibilities as being a member of the class, school and community. Children also develop their understanding of making choices and that they have the right to make a choice.

### **Social**

Children learn about working co-operatively and working as a team. The circle time sessions alone help children to develop their social skills as children are encouraged to listen to one another, take turns to speak, to respect what others say, but also to understand that they have the right to withdraw if they wish. Children also learn about relationships, families, qualities of a good friend, understanding bullying and conflict and all of the types of feelings that fall alongside these.

### **Cultural**

Through PSHE, children learn about different communities and how people may look different if they come from a different place, however this does not mean that we think of them differently.

We celebrate special relationships and learn that these may be different in various cultures. We also accept that some cultures may have different views and we are respectful of this.

## British Values

British values are interwoven in the heart of the school and explicit links are made through our PSHE circle time lessons each week. The 5 British values contribute to children’s spiritual, moral, social and culture. The British values provision aims to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further develop tolerance and harmony between our country’s different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

This table below demonstrates explicit links how each British Value is connected to our PSHE themes at Mount Street.

<u>PSHE Themes:</u>	<u>Being Me in My world</u>	<u>Celebrating differences</u>	<u>Dreams and goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing me</u>
<u>Year 1</u>	Understanding rights & responsibilities for being a member of our class. <b>Rule of Law</b> <b>Democracy</b>	Bullying Similarities and differences <b>Tolerance</b> <b>Individual Liberty</b>	Perseverance Overcoming obstacles <b>Individual Liberty</b>	Being clean and healthy Medicine safety Road safety <b>Individual Liberty</b>	Families Showing respect in how we treat others <b>Mutual Respect</b>	Identifying body parts Respecting my body <b>Mutual Respect</b> <b>Individual Liberty</b>
<u>Year 2</u>	Hopes and fears My rights & responsibilities <b>Rule of Law</b> <b>Democracy</b>	Stereotypes Bullying Friendship <b>Tolerance</b> <b>Individual Liberty</b>	Working co-operatively Identifying success and achievements <b>Individual Liberty</b> <b>Mutual Respect</b>	Healthy eating Strong and weak feelings Medicine safety <b>Individual Liberty</b>	Secrets Friends and conflict Keeping safe <b>Mutual Respect</b>	Growing from young to old Physical differences between boys and girls Assertiveness <b>Mutual Respect</b> <b>Individual Liberty</b>

<b>Development matters:</b>	<b>PSED –</b> (Making relationships, self-confidence and self-awareness managing feelings and behaviours)
<b>Reception</b>	<p>Helping others Feelings Gentle Hands Everyone’s right to learn <b>Mutual Respect Rule of Law</b></p> <p>Accept that everyone is different <b>Tolerance</b></p> <p>Facing challenges Having a positive attitude <b>Mutual Respect Democracy</b></p> <p>Making a healthy choice Healthy friendships <b>Tolerance Individual Liberty</b></p> <p>Making friends Solving friendship issues <b>Mutual Respect Tolerance</b></p> <p>Understand that everyone is unique and special, Respecting changes <b>Individual Liberty</b></p>

## PSHE IMPACT

At Mount Street Academy we will ensure that children are prepared personally, socially and emotionally which will then in turn prepare them for their next stage in education. In EYFS, children are assessed regularly against the prime area of PSED and these assessments are uploaded onto Tapestry. These assessments may be a photo or video demonstrating how the child is demonstrating their personal, social and emotional skills. Children will be able to self-regulate and understand the choices that they make. Teachers can use these assessments to inform their future planning; they can assess the child’s next steps and use this to inform the continuous provision or circle time sessions.

In KS1, teachers are able to assess children through verbal feedback. Circle time sessions allow teachers to have conversations with children which will then demonstrate their understanding and their gaining of skills and knowledge. Furthermore, the activities which then take place following the circle time session inform the teacher of the children’s understanding. Teachers are then able to use this to inform future planning and adapt where necessary. It is important to note that the assessment of PSHE will mostly be done from observations of children and the way that they conduct themselves. A teacher is able to plan and adapt PSHE lessons to meet the needs of the children in their class, which is integral to the child, as we know that a child cannot fulfil their full abilities if they are not socially and emotionally ready. We will ensure that every child at Mount Street Academy will be fully prepared for their educational life.