



Personal Social Health Education Policy 2022-2023

PSHE Subject Leader: Miss S Crossley

‘I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.’

Maya Angelou

Curriculum Intent Statement

At Owston Park Primary Academy, we provide a bespoke, knowledge-rich curriculum with the purpose of increasing the quantity and quality of what our children know, enabling them to develop a wealth of knowledge and cultural capital to draw upon and build upon throughout their lives. We believe that children need to see how what they are learning is connected to a body of greater knowledge and that knowledge across those bodies is interchangeable.

Children need to understand about concepts, and how these concepts inter-relate. Curriculum literacy requires understanding of the meaning, use and justification of curriculum concepts through respecting individual subject traditions. We have created a curriculum based on distributed practise and regular testing which provides coherence and helps knowledge to move into long-term memory, to become declarative and procedural. Through its structure, defined by details not by titles, children are supported to navigate their way through a meaningful, inter-related curriculum rather than one which is random, based on tenuous skills progressions. Our curriculum is about addressing social injustice so that our children leave us with a love of locality, happiness, dignity and strong emotional literacy. They will leave us with the keys to unlock the powers of the powerful. The national curriculum ‘provides children with an introduction to essential knowledge that they need to be educated citizens.’ It introduces pupils to the best that has been thought, said and done and helps engender and appreciation of human creativity and achievement. At Owston Park we are keen also to emphasise to children the way in which ‘the best that has been thought and said and done’ impacts upon their own life, today, living in North Doncaster. We have a clear idea of what knowledge, words and concepts we want children to learn in each subject. Crucially we also know where the ‘horizontal’ and ‘vertical’ links are. Vertical links are those links WITHIN a subject year to year (the concepts of ‘belonging’ ‘community’ ‘exclusion’). Horizontal links are those links ACROSS subjects within a year group (such as linking the study of body parts and consent to the anatomy of the body in Science). The impact of our curriculum will be seen not only in measurable attainment and progress, but in that Owston Park Primary Academy’s students are confident, enthusiastic and curious young people, who are equipped with the knowledge and skills they need to live a purposeful and fulfilling life.



Curriculum themes

Knowledge Rich



The basis of our curriculum is powerful knowledge – by teaching ‘the best that has been thought, said and done’, we open up our children’s minds, ignite their curiosity and engender an appreciation of human creativity and achievement.

Key knowledge for each subject has been carefully considered by subject leaders alongside class teachers, and is codified in our bespoke Knowledge Organisers.

Evidence based



Our cumulative approach is rooted in neuroscience and educational research. We use regular retrieval practise to help to commit key knowledge to children’s long term memory. ‘Memory is the residue of thought’ – the more we think about something, the more likely we are to remember it.

Our assessment reflects this, measuring the knowledge which children retain, so we can be confident that they’ve truly learnt it.

Cumulative and coherently sequenced



Children learn explicitly planned interconnected webs of carefully sequenced and discretely taught conceptual knowledge, which are revisited in subsequent contexts enabling children to build up networks of connected information as schema.

Discretely teaching conceptual knowledge means it becomes easier for children to add new information to existing schema, as new knowledge ‘sticks’ to prior knowledge.

Depth for all



All children receive quality first teaching. Content is not differentiated, so no knowledge is out of bounds for any child, because every student has an entitlement to access powerful knowledge which opens the door to a world beyond our own individual experiences.

New information is introduced in small steps, with lots of modelling and scaffolding, enabling children to build confidence. The culture at Owston Park celebrates mistakes and uses them as a teaching point.

Vocabulary Rich



Vocabulary is explicitly planned for and taught within each unit. Vocabulary is the key to unlocking and understanding the knowledge.

Discussion and structured learning conversations are a key feature of wider curriculum lessons.

Enrichment



Our topics provide the opportunity to bridge our children’s cultural capital deficit through enrichment – educational visits, visitors into school and topic launches.

The substance of the knowledge taught inspires awe and wonder.

Community and Identity



Our curriculum is built on meaningful local links to encourage our children to celebrate our rich heritage.

Parents are invited in at least once per term for topic landings to celebrate children’s learning.

Core skills developed



Topics are underpinned by a key text which draws upon and builds schema to help contextualise the key knowledge which children have learnt.

Opportunities for extended writing are built into the curriculum. There are high expectations of core skills across the curriculum.

PSHE Intent, Implementation and Impact

Intent	Implementation	Impact
<ul style="list-style-type: none"> ☐ To develop independent, confident, physically and mentally healthy and responsible members of society and developing the whole child intellectually. 	<ul style="list-style-type: none"> • All PSHE lessons will contain problem-solving activities and allow time for discussion, debate and sharing of ideas. • The PSHE curriculum will work proactively in addressing issues locally and nationally around mental health. In addition, it will incorporate national campaigns into lessons e.g. Children’s Mental Health Week. • The PSHE curriculum/Life Skills curriculum will address individual and societal responsibility on key issues e.g. plastic pollution. • The creation of a tailor made PSHE and Life Skills curriculum will provide a wholeschool approach to building essential foundations – crucial for children to achieve their best, academically and socially. • RSE workshops and tailored lessons. 	<ul style="list-style-type: none"> • ☐ Children will be confident public speakers. Children will be able to independently solve problems. ☐ Children will have developed the strategies to deal with their emotions. ☐ A large proportion of children will reach age related expectations across the wider curriculum • ☐ Children will have a ‘growth mind-set’. Children have respect for their bodies and respect for others.
<ul style="list-style-type: none"> ☐ To develop essential skills which will lead children to excellence across the curriculum and in later life. 	<ul style="list-style-type: none"> ☐ All subjects, where possible, make a link to PSHE, British Values and SMSC and all staff use the language consistently. Our curriculum is further enriched by planned in workshops and visitors as well as adapting to the needs of our pupils each term. ☐ PSHE lessons will be practical and ‘hands on’. ☐ The PSHE curriculum will be taught alongside our Life Skills programme, which has six different focuses throughout the year. 	<ul style="list-style-type: none"> ☐ Children will develop positive and healthy relationship with their peers both now and in the future. ☐ a healthy outlook towards school – attendance will be in-line with national and behaviour will be good ☐ Children will be able solve problems independently.

<p>☐ To develop children that are tolerant and have a strong understanding of the diverse world around them, and support them in being active citizens and contributing to the school and the wider community.</p>	<p>☐ PSHE learning to be wove through the curriculum e.g. Black History Month ☐ Opportunities for elections and ‘mock’ polling stations.</p>	<p>☐ Children demonstrate the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.</p>
<p>☐ To engender an appreciation of children’s locality and help them to develop a sense of identity, to enable them to make sense of the world in which they live.</p>	<ul style="list-style-type: none"> • PSHE Spring term unit ‘Belonging to a Community’. • Celebration of local events to be tailored into the PSHE curriculum. 	<p>☐ Children will have a good understanding of the world beyond their local environment</p> <p>☐ Children learn to value their own, and other people’s cultures in modern multicultural Britain, and by considering how people lived in the past, they will develop a sense of tolerance and respect for multiculturalism.</p> <p>☐ Children will feel part of a community, and will understand how their community has changed and also remained the same through different time periods.</p>
<p>☐ Develop Core skills</p>	<ul style="list-style-type: none"> • PSHE lessons provide opportunities for children to develop core skills - children are encouraged to use maths when looking at statistics, and children are given opportunities to read a variety of texts and write at length during PSHE lessons. • Children are given feedback on language and literacy skills and expected to correct spelling, punctuation or grammar mistakes in green pen. • Reading is provided as a key source of information in PSHE. 	<p>☐ Children’s PSHE work reflects the same high expectations of core subject work.</p> <p>☐ Children are proud of their work – this is reflected in their presentation and the quality of the written work.</p>
<p>☐ To enable all children to receive the same quality of PSHE education, ensuring that children are supported where support is necessary and that all children are challenged and stretched within their learning.</p>	<p>In PSHE, this looks like:</p> <ul style="list-style-type: none"> • Common tasks which are open-ended and can have a variety of responses; • Setting tasks of increasing difficulty. Not all children complete all tasks, and additional resources are available to scaffold children’s learning. • Using classroom assistants to support children individually or in groups. 	<p>☐ A large proportion of children reach age related expectations in PSHE.</p> <p>☐ SEN children and children working towards year group expectations feel supported and enjoy PSHE lessons.</p> <p>☐ Data monitoring ensures children are targeted for intervention when not on track.</p>

	<ul style="list-style-type: none"> □ Children may be taught in small groups for intervention, and vocabulary or key information from knowledge organisers may be pre-taught to specific children for a keep up, not catch up approach. □ Collaborative, group and paired work, which necessitates discussion is used, regularly, wherever possible. Mixed ability groupings, enabling children to learn from their peers and engage in high quality conversation. 	<ul style="list-style-type: none"> □ Enrichment opportunities are subsidised for pupil premium and disadvantaged children.
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THE FOUNDATION STAGE

PSHE is a significant part of the new EYFS framework and is addressed and assessed through three different areas. ‘Self Confidence and Self Awareness’, ‘Managing Feelings and Behaviour’ and ‘Making Relationships.’ Children learn how to form positive relationships that supports mutual respect and understanding and that celebrates and acknowledges differences. With adults as guides and role models, children learn to develop anti-discriminatory attitudes. We do all this through varied activities that allow them to enjoy, explore, practise and talk confidently about PSHE.

TIME ALLOCATION

In order to ensure our curriculum is broad and balanced, we teach every subject each term. We understand that time constraints may mean that lessons do not achieve an equal time allocation on a weekly basis, but on a termly basis PSHE lessons should be taught as on a 3 week rotation, with Gooseberry Planet and Life Skills, with a rough expectation of a two hour lesson every three weeks, although this may be more during certain weeks. PSHE learning is also reinforced constantly through class and school rules and class texts as they allow for children’s learning to be contextualised. When there are key dates throughout the year, such RSE day, Children’s Mental Health Week, etc., more time is given over to learn about these.

PLANNING AND ASSESSMENT

The planning process at Owston Park Primary begins with the national curriculum and our curriculum drivers, to ensure that the topics we teach include the powerful knowledge – the best that has been thought, said and done – and are enhanced by our locality and our own unique heritage. From these, subject leaders alongside class teachers have worked together to develop knowledge organisers, which ensure that the key, powerful knowledge is being taught rather than just ‘doing’ a subject. The knowledge organisers are then considered alongside the skills progressions and conceptual knowledge maps to create a series of coherently sequenced lessons to map out the learning journey for each topic. For PSHE, the subject leader has created

assessment questions to focus the learning and ensure that the children are developing a good understanding of the world rather than just rote learning facts.

Our assessment system is based on low-stakes quizzing before and after a lesson. At the start of each unit, children complete a draw and write activity which they are happy to do quizzes despite not being familiar with the content as low-stakes quizzing is a regular part of our practice and they love to see how far they've come when reflecting on their progress at the end of the unit. The same assessment is then taken at the end of the unit to see how much knowledge the children have retained. The medium term plan is then revisited throughout the year – they're not just forgotten about at the end of a lesson/topic. Teachers analyse the assessments and any common recurrences will inform future planning. Children who may struggle to access the draw and write activities due to SEN or any other reason will access a similar formatted low-stakes quiz at a more suitable level. These post unit assessments are reviewed by the subject leader to ensure that they have an accurate understanding of the knowledge that children are retaining in PSHE. Formative assessment is an integral and continuous part of the teaching and learning process at Owston Park Primary and much of it is done informally as part of each teacher's day to day work. Teachers integrate the use of formative assessment strategies such as: effective questioning, clear learning objectives, the use of success criteria, effective feedback and response in their teaching and marking and observing children participating in activities. Planning may be annotated and those who need more support can be identified on plans through use of A.F.L. Findings from these types of assessment are used to inform future planning.

MARKING & FEEDBACK

- Marking should always be focussed on the Learning Objective.
- Children are given opportunities to self-assess their learning against the Learning Challenge where possible, using the metacognition colours familiar to them.
- Feedback should perform 3 purposes; ensure children understand what they have done well; ensure children are clear about how to improve; ensure children make visible signs of improvement.
- Marking should always 'close the gap' and give an improvement suggestion; of which there are 4 types
 - o a challenge prompt
 - o a reminder prompt;
 - o a scaffold prompt e.g. a questions or unfinished questions, steps to complete tasks
 - o an example prompt
- Children to have opportunities to self and peer assess their work, when appropriate. This should be recorded.
- When the arrow icon is shown it indicates what the next step for the child will be or action to complete, either as a consolidation activity or an opportunity to extend learning.
- Wherever possible, the checking or marking of work will be done with the child who will be given the opportunity to ask questions and self-correct.

MONITORING AND SUBJECT LEADERSHIP RESPONSIBILITIES

The subject leader's role is to empower colleagues to teach wider curriculum lessons to a high standard and support wider curriculum subject leaders in the following ways. Their role includes leading, managing, monitoring, motivating, training and guiding colleagues.

- Knowing the curriculum requirements of their subject throughout school, and using their knowledge of their subject to create road maps of the learning journey and assist teachers in developing knowledge organisers, ensuring that the content maintains fidelity with the national curriculum.
- Subject leaders monitor medium term plans and work alongside class teachers to ensure that pupils receive full coverage of the National Curriculum.
- Showcasing and raising the profile of their subject throughout school, e.g. through thematic days, displays etc.
- Monitoring their subject through book scrutinies, lesson observations, data analysis and pupil interviews to ensure comprehensive monitoring of wider curriculum subjects and to inform them of the quality of the wider curriculum provision across the school.
- Keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals).
- Identifying and acting on subject specific development needs of staff members with support from SLT - books are scrutinised by SLT throughout the term with a compliance check completed half termly and feedback is provided.
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards.
- Providing necessary equipment and maintaining it to a high standard, managing the subject budget effectively.

WIDER CURRICULUM NON-NEGOTIABLES

- Topic launches to be an exciting, awe-inspiring event to engage and excite children. The classroom environment should reflect the topic, and classroom entrances should advertise the topic being taught. Key vocabulary should be displayed within the classroom, as should resources which support key knowledge e.g. timelines, diagrams.
- Learning objectives and titles to be present in children's books. The title should contain a context. The learning challenge should be highlighted in the corresponding colour according to the metacognitive level achieved.
- Vocabulary should be explicitly taught within the lesson.
- Presentation expectations in wider curriculum lessons to mirror expectations in core subjects.