

## Outstanding Curriculum Leadership - Vision Task

Subject / Curriculum Area: PSHE

### Vision

At Dovers Green we want all children to have high self-esteem, be able to communicate freely knowing their voice will be heard. Show tolerance and respect that everyone is different and acknowledge that their own view point may be different to others.

#### What does your subject area offer the Dovers children?

Personal, Social, Health and Economic (PSHE) education helps children to develop their knowledge, skills and attributes they need to manage their lives, now and in the future.

#### How does your subject enhance the curriculum?

PSHE teaching gives children the opportunity to broaden and reflect on and then clarify their own feelings, attitudes and values. These opportunities help children to stay safe and healthy, build self-esteem, resilience and empathy.

#### What use is it to children later in life?

Children develop a range of skills which they can apply in the context of a real life situation.  
Children will learn and thrive with the understanding that, 'We are all special but we are all different.'

#### What are the main skills and knowledge (overarching objectives) you want teachers to focus on?

Children with SEN will make good progress through careful scaffolding and adaptive teaching.  
To continue to use retrieval to help the children remember more.  
To celebrate differences and champion diversity in all its forms; including race, religion, gender and disability eg through reading a wider range of gender diversity books.  
To ensure there is a strong message of safety delivered across the school through online safety, anti-bullying, stranger danger, PANTS etc.  
To develop the children's confidence in expressing their own opinions and beliefs.

	Current Situation	Vision
<b>Vision and Direction</b>	I have a clear vision and direction and most importantly have been reflective on the journey and made changes to my vision.	To achieve the Anti-Bullying Silver Mark accreditation.

	<p>Jigsaw PSHE curriculum has been rolled out across the school.</p> <p>WIBIT has been embedded across the school.</p> <p>All staff have received Restorative Approach training.</p> <p>Knowledge Organisers have been created for every jigsaw puzzle (topic), for each year group.</p>	<p>To use the Surrey Healthy Schools Audit to support the development of an effective curriculum across the school.</p>
<b>Standards, Progress and Achievement</b>	<p>I am aware of attainment at the end of last year and which areas we need to work on.</p>	<p>I will familiarise myself with the attainment of the last 2 years and examine any trends, putting into place any necessary implementations to maintain and raise standards in PSHE.</p>
<b>Quality of Learning &amp; Teaching</b>	<p>Jigsaw PSHE curriculum has been implemented across the school.</p> <p>The curriculum is supplemented with specialised lessons eg Surrey Fire Service, PANTS, Road Safety.</p> <p>Progression grids have been created for all year groups.</p> <p>Details about how the curriculum is enhanced at Dovers Green is detailed on the progression grids.</p>	<p>Ensure diversity is promoted through quality texts used to support the lessons.</p>
<b>Assessment</b>	<p>Learning walk completed, lesson plans monitored, teacher feedback attained.</p> <p>Data analysis twice yearly.</p>	<p>Speak to Target Tracker to see whether the statements can be reduced to only the 'working within statements.</p>

# Curriculum Leadership – Intent, Implementation and Impact

Subject/Curriculum Area: PSHE

## Intent

### Why we teach PSHE?

At Dovers Green School, we aim to promote children's personal, social, spiritual and health education, as well as their emotional development and well-being. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. In addition, our PSHE curriculum incorporates an age appropriate understanding of RSE, as set out in the statutory guidance, enabling children to be safe and to understand and develop healthy relationships both now and in their future lives. The skills taught in PSHE enable pupils to develop the skills they need to flourish in the wider curriculum and in life as a whole. PSHE helps pupils to understand their own personal value, and how as individuals, they fit into and contribute to the world. PSHE helps to develop emotional literacy, build resilience and supports mental and physical wellbeing, in turn supporting emotional awareness, concentration and focus.

### EYFS:

In reception the children are taught PSHE through PSHE discussions, a half termly Commando Joe session, circle time and assemblies linked to our school values. Children also have access to continuous provision activities that promote the different areas of focus in development matters 2020, such as sharing, taking turns and showing sensitivity to others. In the Autumn term the initial focus is on making relationships and establishing the class rules, such as promoting the importance of listening to each other. During the topics, 'My Family' and 'People that help us' the children celebrate similarities and differences between themselves and others and discuss their family units. Towards the end of the Autumn term the children are introduced to the acronym WIBIT as part of Anti-Bullying Week. Throughout the Spring and Summer Term the intent is for children to develop skills and attributes to make positive relationships, to develop self-confidence and self-awareness and to learn how to manage their own feelings and behaviour.

### KS1:

PSHE is taught as a blocked week once a half term but it is also taught through reflection time, assemblies, circle time and a half termly Commando Joe session. In Year 1 Autumn term the children learn about creating and following rules and about how their behaviour affects others, including the importance of using kind hands & kind feet as part of Anti-Bullying Week. In the Spring term they learn how to set goals and how to tackle a challenge which can stretch their learning. Next they learn to identify ways to keep themselves healthy and safe. In the Summer term they celebrate different relationships and learn about differences between boys and girls.

In the Autumn term of Year 2 the children revisit rule setting and positive behaviour expectations, they celebrate differences and explore why gender stereotypes are not always fair and finally learn about managing money and contribute towards Enterprise activities. In the Spring term the children explore the concept of team building and work together to host a community event. The children are also taught about the importance of having a healthy lifestyle and explore different elements of staying safe such as road, medicine and internet safety. In the Summer term they learn about healthy relationships including the awareness of worry secrets and unacceptable contact. In the final half term the children learn about their changing body including naming body parts and identifying a range of emotions which can be linked to change.

### How does it cater for PP/SEND and higher attainers?

At Dovers Green all teachers understand the importance of removing any barriers to the children's learning so that their PSHE skills and knowledge can be accurately assessed. This may include additional TA support, pre-teaching of key vocabulary, differentiated activities and further scaffolding, including the use of visual support and sentence stems. PP children are monitored throughout the school using CATCH which ensures that every PP child receives daily interaction and feedback with an adult. Care is taken to ensure that PP children are given opportunities to develop essential PSHE skills which may or may not be developed at home. Data is checked during the year to see how SEND and PP are achieving in PSHE and any gaps are then highlighted and action taken to close these. Higher attaining children are challenged through higher level questioning, encouraging deeper thinking and problem solving. Children in our High CoIN unit who are in EYFS and year 1 are taught through objectives taken from the EY curriculum as this is more appropriate for them. When the children get to year 2, if and when it is appropriate for them they are taught through objectives taken from the year 1 curriculum. They receive additional support as detailed above for the mainstream SEN children. In addition, the group size in Badgers and Badgers Sett is much smaller which allows for individualised support and Zones of Regulation is used daily with the children in the High CoIN unit to support self-regulation of emotions.



### Mastery

A child's ability to skilfully **apply** their learning in more in-depth ways is called **Mastery**. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations to extend their learning. Mastery also enables children to work in ways which show a deeper understanding of a given task.

**Children who would be considered to be working at a Mastery level in PSHE are likely to have the following characteristics:**

- Children demonstrate good resilience when faced with a challenging task.
- Children can retrieve previous learning and can apply that learning in a different context.
- Children will ask relevant questions to further their own learning.
- Children will explain their understanding to others and answer insightful questions posed by the teacher.

### Implementation

To ensure a depth and accuracy of learning which builds upon prior learning, Dovers Green have implemented Jigsaw 3-11, a fully planned and progressive PSHE scheme. As a school, we follow a set theme each half term, which is introduced, in a whole school assembly. There are 6 lessons per theme and every lesson has two Learning Intentions, one specific to Relationships and Health Education (PSHE) and the other designed to develop emotional literacy and social skills. Lessons are underpinned by the Jigsaw behaviour charter, which reinforces respect for each other - taking turns, being kind and positive and respecting confidentiality.

The 6 Jigsaw themes are;

- Autumn Term            Being Me in My World  
                                 Celebrating Difference (including Anti-Bullying)
- Spring Term            Dreams and Goals  
                                 Healthy Me
- Summer Term           Relationships (including Relationships and Sex Education)  
                                 Changing Me

The long term overview dictates when each topic is covered and clearly shows how new learning builds on previous learning. Retrieval activities are used to revisit previous learning. This supports the development of interconnecting schemas in the long term memory and develops long lasting memory. Although PSHE is taught as discrete lessons within a blocked week every half term, we believe that PSHE plays a vital part of a child's development and therefore PSHE is integrated throughout the curriculum, it is displayed across the school and it is evident throughout the school day. The curriculum at Dovers Green identifies links to the School Values (Respect, Friendship, Love, Honesty, Courage, and Responsibility), our Curriculum Drivers (Environmental Explorers, Confident Communicators, Inclusive Individuals and Life-long Learners), British Values, SMSC and other key skills. PSHE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. We have whole school assemblies which focus on different School Values every half term and there are sometimes occasions where an assembly is necessary to teach PSHE as a result of an issue arisen in school such as behaviour on the playground. The curriculum is also enhanced through external collaborations such as with a Road Safety Magician, the Surrey Fire Brigade (who currently offer Fire Safety sessions for EYFS and Year 2 children) and a local nurse who teaches the children about how to stay safe in their homes.

Assessment in Jigsaw is both formative and summative. Summative assessments are recorded using Target Tracker and the data is analysed twice yearly. Gap analysis is used to inform the subject leader of any areas which need to be addressed.

The quality of teaching and learning of PSHE is monitored by the subject leader and includes lesson observations, book scrutiny and planning monitoring. The subject leader has a detailed action plan which is reviewed termly. Pupil Voice and staff questionnaires are conducted and reviewed in order to improve PSHE teaching and learning across the school. Regular staff updates, CPD and support is offered to staff in order to guide their planning and teaching of PSHE.

### **How well are children learning in your subject?**

Towards the end of the 2020-2021 year, the decision was made to use Target Tracker for formative assessment for all foundation subjects. For PSHE strands in EYFS, the children continue to make great progress (more than 92% across all areas). In year 1, the percentage of children reaching ARE has risen 3.5% from 2021 to 2022, however the percentage of children achieving greater depth has decreased from 26% to 16%. In year 2 the percentage of children reaching ARE has risen 10.8% from 2021 to 2022, however, like in year 1, the percentage of children achieving greater depth has decreased from 20% to 16%. Next year, high quality modelling and questioning needs to be prioritised to challenge the HA learners.

In addition to the discrete lessons taught at Dovers Green, PSHE skills are developed through a number of activities and opportunities (forest school sessions, Commando Jo sessions, assemblies, visitors, themed weeks, School Council, Pupil Voice, School Trips).