



Corsham Regis
Primary Academy

SUBJECT LEADER IMPACT REPORT PSHE (LEARN FOR LIFE)

Together Everyone Achieves More

INTENT



PSHE (Personal, Social and Health Education) encompasses all areas designed to promote children's personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others.

How we communicate using appropriate vocabulary:

We use the Wiltshire Learn4Life scheme which provides the children with a wide range of activities and resources to support their learning. This programme supports the children with their emotional literacy and regular circle times give children opportunities to express themselves in a nurturing context where they develop the vocabulary they need to express their feelings and experiences. It is a complete scheme of work for years 1 to 6, which is designed to integrate the SEAL emotional literacy materials with the wider aspects of the PSHE Education curriculum

About Corsham and the local area

Learn4Life was written by Wiltshire teachers for Wiltshire teachers and Wiltshire pupils. This ensures that the needs of our children are met both for the locality they live in and more globally. We also provide visits from local professionals such as the community police and school nurse. We believe these links to our local community enable our children to feel connected and to be taught by members of the community in which they live.

Through experience inside and beyond the classroom

PSHE helps children to develop self-awareness, motivation, social skills and managing their feelings. These skills will help our children to become better learners, get on better with other people and be responsible citizens. They are part of every area of life. Through discussion, roleplay, debate and group activities we give children skills for life. We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to: stay as healthy as possible

Keep themselves and others safe

have worthwhile and fulfilling relationships

respect the differences between people

develop independence and responsibility

play an active role as members of a democratic society

make the most of their own abilities and those of others

behave in a socially and morally acceptable way including towards

authority and each other

to become involved in the life of their community

to know about democracy and how to be an active citizens

to know about economic wellbeing.

We want our children to:

value the achievements they make, and the achievements of others

make informed choices about dealing with risks and meeting

challenges now and in the future.

New knowledge and understanding appropriate to their age

Through regular staff training, both in-house and as part of teachers professional development, we are able to be confident that our pupils are given the most up-to-date and relevant resources and teaching. Our strong links with the Wiltshire PSHE advisor ensure our teaching and learning is appropriate to the age of the children.

Our PSHE curriculum promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives at a level which matches their maturity.

How to keep themselves safe

Through regular teaching around the themes of online safety, cyber-bullying, dangers inside and outside the home, we give the children clear and engaging lessons which are designed to make them aware of the dangers that

they may face both out and about in the world and online. To raise the profile

of such an important part of our curriculum we hold regular themed weeks and days particularly around the topics of bullying and online safety

IMPLEMENTATION

PSHE (LEARN FOR LIFE) is taught across both key stages and is timetabled weekly. It builds on the PSED teaching and learning in EY/FS2.

The vast majority of lessons start with a circle time which may link to the lesson content or can be used as a vehicle to resolve issues that the children face at school and beyond as they arise.

During circle times children focus on Jenny Mosley's 5 skills. This year we have differentiated these skills and brought them inline with our question based approach and LORIC skills:

Am I listening?



Am I speaking?



Am I thinking?



Am I looking?



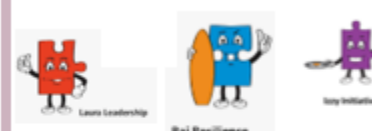
Am I actively listening?



Am I speaking clearly?

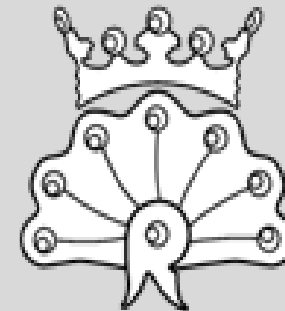


Am I concentrating?



Am I looking at who is speaking?





IMPLEMENTATION

PSHE encompasses all areas designed to promote children's personal, social, health and economic development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others.

We follow a bespoke programme of study combining the objectives of the Learn4Life scheme of work and the RSE Framework. We also use the Big Talk Made Easy Series, which is designed to support the teaching of strategies to protect children against Child Sexual Exploitation (CSE), and NSPCC materials and workshops. Through our membership to the PSHE Association we are also constantly updating and improving our resources to ensure we employ the most up-to-date, high-quality materials. These have also proved to be an excellent source for the teaching of RSE.



THEME: Healthy Bodies, Healthy Minds

WALT: identify the different food groups and know that a balanced diet is necessary for healthy living.

LEARNING OUTCOMES (WILF)

I know that it is important to eat healthy diet.

I can identify the different food groups.

I have thought about how a balanced diet is essential to a healthy lifestyle.

KEY VOCABULARY

Carbohydrate, protein, fat, fruit & vegetables, dairy.

RESOURCES/SUPPORT

- The Eatwell Plate (supplied)
- Food cards or plastic food, paper plates divided into sections (alternatively look at - Crickweb healthy eating activity

<http://www.crickweb.co.uk/assets/resources/Balanced%20Plate%20lesson%20outline>.

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TEACHING/LEARNING ACTIVITIES

Circle Time: For me, being healthy is important because... (Remind to reflect on learning from Healthy Heroes)

MAIN TEACHING AND LEARNING

Activity 1 - 10 mins

Explain to the children that there are different food groups and that we should eat more of some foods than others. Ask children what they ate for tea last night. Tell children about the different food groups and start to group together the food they ate last night. Explain that we should have these things in different proportions. Use

<https://www.food.gov.uk/business-guidance/the-eatwell-guide-and-resources>

Adapted L4L planning

Mouse was feeling sad. She was the smallest and weakest animal in the forest.

'I don't want to be a mouse,' she said. 'I wish I didn't have this little body and short legs and thin tail.'



Well-loved resources which help the children to easily access the learning objectives.

Changing and growing up Relationships Education lesson pack

KS1-2



**A BETTER
MEDWAY**
Easier ways to be healthy

PSHE ASSOCIATION
RESOURCES TO
SUPPORT TEACHING OF
THE RSE FRAMEWORK

From implementation to provision...



KEY STAGE 1 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
L4L Year 1/Year A Assessment outcomes	<p>I know why we have rules in school</p> <p>I can tell you how I am the same and different from my friends</p> <p>I have thought about how to talk about my feelings</p>	<p>I know how to be careful when walking on the pavement</p> <p>I can listen well to other people when they are talking</p> <p>I have thought about how to keep myself safe</p>	<p>I can tell you about the different types of work people do</p> <p>I can tell you some of my strengths as a learner</p> <p>I have thought about how I learn and how I can achieve a goal</p>	<p>I know who my friends and family are</p> <p>I can make people I care about happy</p> <p>I have thought about people who are important to me and how I feel about them</p>	<p>I know that exercise keeps me fit and healthy</p> <p>I know not to touch medicines and that substances in the house can be dangerous</p> <p>I can tell you something that makes me feel proud</p> <p>I have thought about different ways to keep myself healthy</p>	<p>I know my friends can help me and I can help them in times of change</p> <p>I know that some changes are natural and "happen by themselves"</p> <p>I have thought about working with other people to overcome obstacles.</p>


Our provision is built around 6 themes, one for each term and repeating each year, enabling us to revisit and extend the children's learning.

Adding to this a wide range of quality resources..

Joseph


likes to eat grapes and play football






Marta

likes to eat and play football





	Same (✓)	Different
Eyes 👁		
Food they like 🍕		
Teeth 🦷		
Games they like 🏈		

What else is the same?

What else is different?



PSHE Association resource

Embracing change and new challenges

Support primary pupils with the move to KS2 and secondary school.

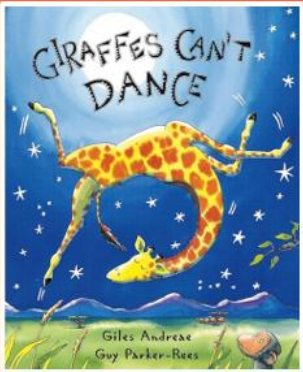


PSHE Association resource

Belonging and community: addressing discrimination and extremism

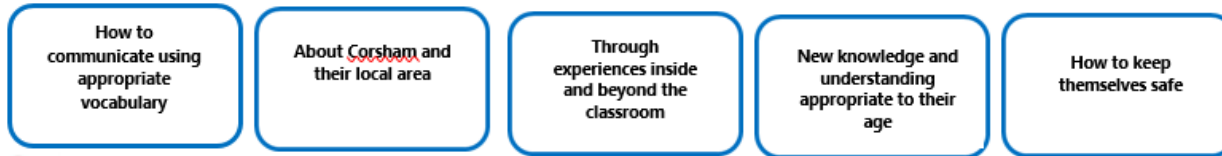
Teach about discrimination, stereotyping, inclusion,

Feeling different



Parker-Rees, Guy. Cover illustration, Giraffes Can't Dance by Andreae, Giles, Orchard books, 1999. Front cover.

These 5 intentions underpin our curriculum because we want our pupils to have a love of learning which they can share, a sense of understanding and pride of where they live, and be safe in different situations.



The essential skills and knowledge that we want our pupils to learn by the end of:

EYFS	
• Please see PSED for EYFS	
KS1	
<ul style="list-style-type: none"> • know why we have rules in school • know how I am the same and different from my friends • be able to talk about my feelings • know how to be careful when walking on the pavement • listen well to other people when they are talking • think about how to keep safe • know about the different types of work people do • know how we learn and how we can achieve a goal, and some of our strengths as learners • know who friends and family are, which people are important to us, care for us and how we feel about them • make people we care about happy • know that exercise keeps us fit and healthy • know not to touch medicines and other dangerous substances • tell you something that makes us feel proud • know about different ways to keep myself healthy • know that friends can help each other • know that some changes are natural and "happen by themselves" 	<ul style="list-style-type: none"> • know about working as a team • help make our classroom a safe and happy place • welcome someone into our class • know about how our behaviour can affect others • know about stranger danger including meeting strangers online • work well in a group • know what to do if we are in dangerous situations • know that you can choose to spend or save money • consider what might be best way to use money • choose between ideas and give reasons • know about ways of keeping my teeth healthy • know about 5 portions of fruit and veg a day • know what makes us feel relaxed and what makes us feel stressed • know about the importance of a balanced diet • know how to cope with changes that can be exciting or worrying • plan to overcome obstacles that might get in the way • know how to make sensible choices

Together Everyone

Provision

Our PSHE teaching, learning and assessment cycle is now inline with the foundation subjects, the teaching staff as a team having decided upon our essential opportunities and milestones.

Along with other curriculum subjects. we have a newly developed foundation subject map.

Teaching of RSE	Weekly Teaching
We believe that children learning about their bodies is an essential part of PSHE. We believe that learning scientific names for body parts and learning about safe and unsafe touching is an important part of safeguarding. The children learn (in age-appropriate ways) about how their bodies change, and how babies grow and develop.	Children immerse themselves in a PSHE lesson every week and these are often delivered through a circle time. During circle time activities, children develop healthy communication skills based on: listening, speaking, thinking/concentrating and looking using questions in line with question based learning which are differentiated for the different key stages.
Wider Promotion of Health and Wellbeing	
We promote healthy living by ensuring that our children in our school eat healthily and have opportunities to be active during lunchtimes. Our ELSA is available to provide emotional support when needed. All classes have a worry monster that children can use to correspond with their teacher by posting a note and we also have a black box where children can write and post their worries that is located centrally in school. Wellbeing pupil ambassadors run a mindful club along with the subject leader and promote positive mental health and wellbeing.	

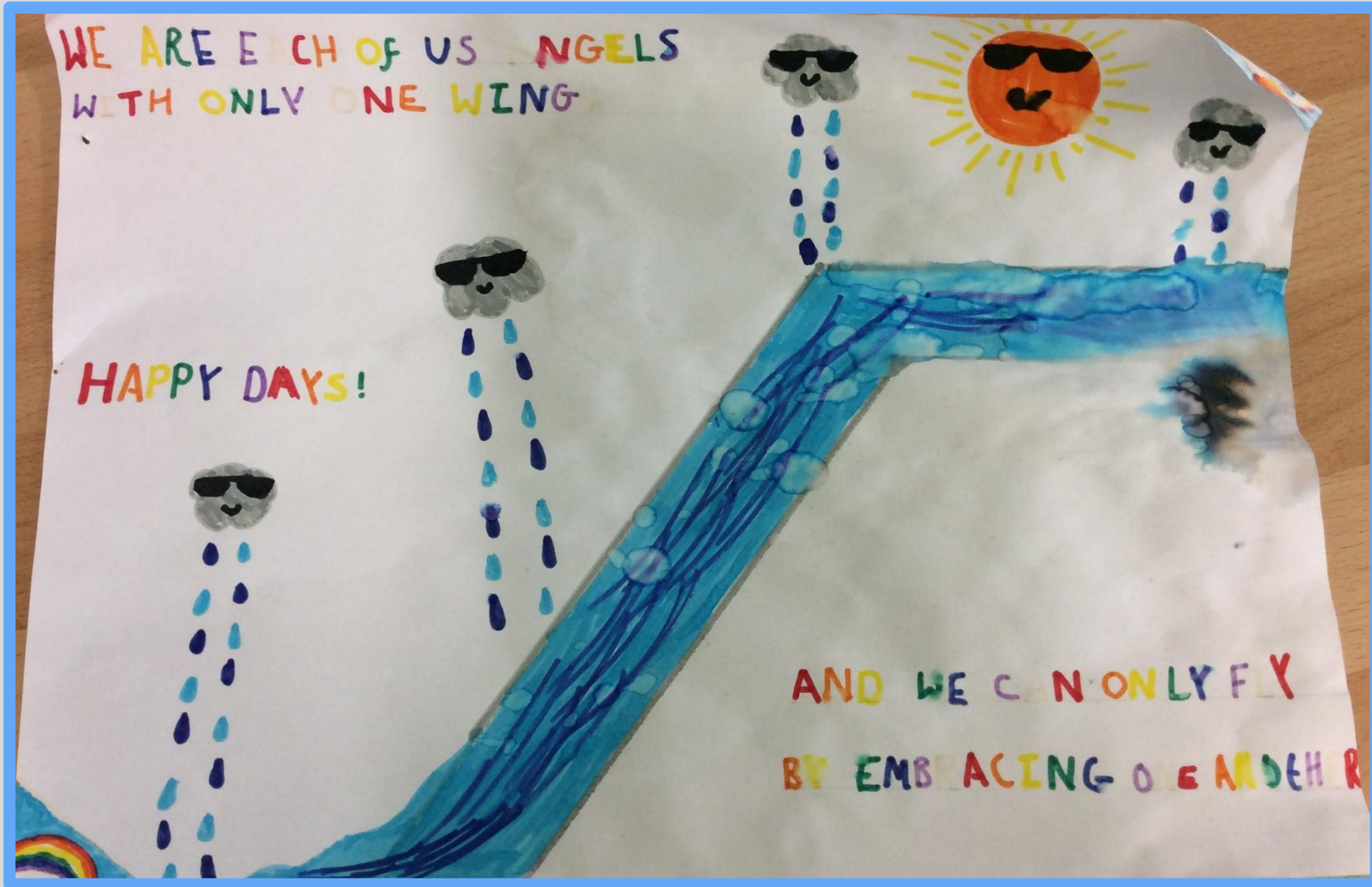
We then use Remark on the Remarkable Assessment creating the perfect transition tool.

IMPACT & EVIDENCE



Working walls:
Across the school, PSHE is
a valued subject, for staff
and children alike...

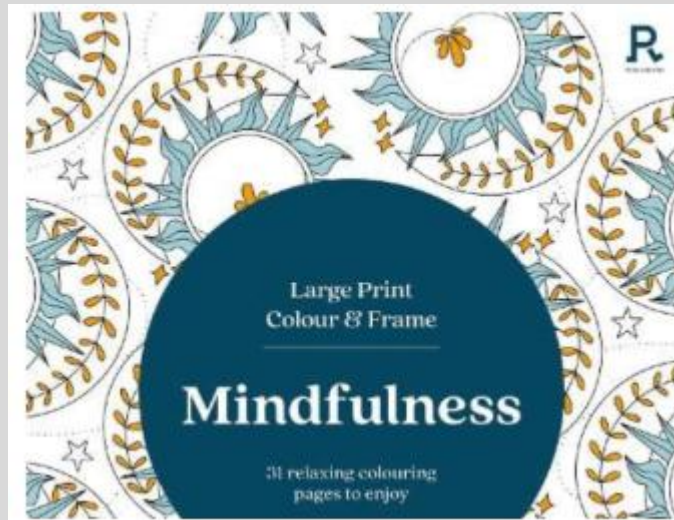






This year our Wellbeing Ambassadors have been involved in the running of the Wellbeing club.

They have supported their younger peers and been role models for how to take part in mindful meditation.



After securing funding from Siemens we were able to buy jigsaws, a jigsaw table and some mindful colouring books for the club.

EVIDENCE: CHILDREN'S VOICE



What do you do in Learn4Life/PSHE lessons?
What are the different activities?

We learnt about alcohol. We had a body chart and had to show where it affects. We stuck on little pictures of alcohol.

Milk and calcium and teeth.
It's about what is good for you. We did it in Circle time.
What's good and what's not.

We do debating and have sides and people watch and have a chairperson

Healthy Heroes and the food plate-about what to eat.

We drew special people. It's on our display.

What are your favourite activities?

Circle
Time

The acting
out scenes

British
Values -if
you were
the queen

Choosing
my
favourite
power



How do you think it has helped you?

To know not
to smoke and
I got to do
something I
enjoy-acting

Making
decisions,
being in
charge.

I like when you
listen to other
children
because I know
what they do
and what they
think.

Because you could be
anything you want and
made me think about being
a hero, about power. We
learned not to be greedy
not to have too many
powers. You had to choose
from all of them and you
could only have three.

To follow
your
dreams, say
what you're
feeling

Final Reflection



What has PSHE taught you?

It's all about how you get along
with everyone...and life!