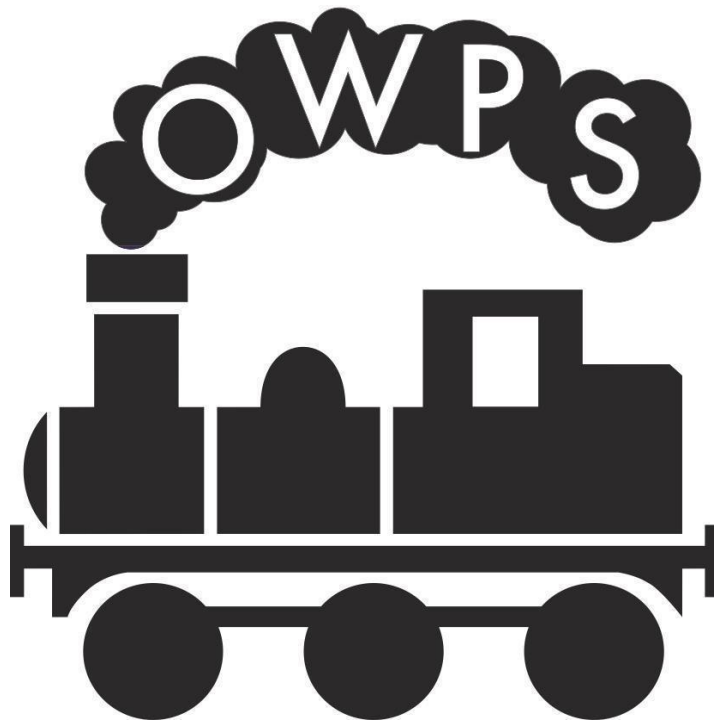


Orton Wistow Primary School



What Does PSHE Look Like?

At Orton Wistow Primary School, we endeavour to deliver a rich and varied PSHE Curriculum, in line with national expectations.

We believe in developing a respect for difference, a celebration of self and nurturing a life-long supportive approach to others.

We aim to develop confident, kind, self-aware individuals who have a strong moral compass along with the tools to support them positively through inevitable life changes. We aim to instil a wider appreciation and cooperation for a collective approach to community engagement through British values.

This document will outline the theory behind our approach to PSHE and sets out how this is delivered to our pupils and works in conjunction with the What Does Pupil Well-Being Look Like document and the Anti-Bullying Policy Document including the children friendly version.

PSHE at Orton Wistow Primary School

Rationale

We have always held PSHE at the heart of our school ethos, linking it with supporting both positive behaviours and with adapting and developing behaviour that we wish to reflect on or challenge. At OWPS we see PSHE as a foundation stone in developing community focused,

respectful and kind young people who will leave our school with strong moral values in readiness for their next steps in life.

As a school we have a secure understanding of what PSHE means and how it should be taught, both discreetly as part of our demonstrated values and behaviours and explicitly as planned for lessons. We also believe that PSHE is part of all we do and is taught by everybody in our school, so the need for informal discussion time to reflect on or challenge choices and behaviours is a strong part of our ethos and is reflected in our approach to managing negative behaviours in school.

We have followed the Cambridge PSHE Service Primary Personal Development Program (CPPDP) curriculum for PSHE for a number of years and in recent years we have chosen to use it along with other approaches and resources to enhance the program and tailor it to our constantly changing school cohorts needs. As with other subjects, we believe pupils need to have any gaps in PSHE learning addressed before moving on to the next stage, therefore we encourage our teachers to adapt and modify the PSHE lessons taught to their class dependent on the assessment of their class needs and this can change according to individual class member's needs, as well as being directed by community, local or indeed national or international circumstances or relevant news stories that may impact the community. We also take account of the Cambridgeshire & Peterborough Children and Young People's District Profile report to assess any areas of national disparity within our community linked to PSHE and make them a focus of the curriculum each year. OWPS were also a Government Pilot school for RSE statutory changes in 2019-2020.

We believe that this approach is the best way to meet the needs of our pupils whilst still ensuring they receive access to a broad diet of PSHE that will nurture and coach them in the years ahead.

Where did we start?


<p>What are our aims? What are we striving for? What are our long term goals for our pupils? What are our responsibilities?</p>	<ul style="list-style-type: none"> ● To foster and create a meaningful respect for one another ● To ensure that all pupils can identify when they require support and know who to seek that support from safely. ● To enable our pupils to understand and respect the differences and similarities between communities, families and customs other than their own ● To enable our children to manage change in their lives using resilience and know how to cope with challenges. ● To prepare our children for future lives.
<p>What do we do currently (July 2020)?</p>	<ul style="list-style-type: none"> ● Explicit timetables PSHE lessons across the school with written outcomes that vary from book work to photographs and displays. ● Peer Mentors ● Well Being ambassadors ● High profile on Anti-Bullying with dedicated work towards national awards (currently at silver level) ● Library displays and dedicated books on inclusion, anti-bullying, differences, racism, different cultures and religions, information

	<p>about SEN needs, child friendly anti-bullying leaflet</p> <ul style="list-style-type: none">● Website page for anti-bullying
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The Research

Appendix A provides a list of references which come from a variety of PSHE associations, mental health websites and institutes, NHS sites and educational websites. Ideas from all of which contribute to the thinking behind our PSHE Strategy.

What will PSHE look like at OWPS?

<p>What will each child access?</p> 	<ul style="list-style-type: none"> • FS will access PSHE though the EYFS Early Learning Goals teaching can be enhanced by using the resources and lesson planning adapted from Cambridgeshire PSHE services. • Y1 – Y6 • All year groups will have 1 PSHE session timetabled per week • Expectation of 2 written outcomes per half term, 2 circle times and reflective conversations and time to talk sessions based around Philosophy for Children approach (P4C) • PSHE is very much at the heart of all we do at OWPS and informal PSHE will be delivered in many conversations, interactions and via other policies such as restorative justice and behaviours.
<p>What will it look like?</p>	<ul style="list-style-type: none"> • 1 x 30 minute Whole Class circle time per fortnight • 1 x 45 minute PSHE per fortnight • Reflection conversations as required with the whole class to discuss any related school, community or current national news or changes. These will include general behaviours and whole school incidents. •
<p>Variations for Year Groups</p>	<ul style="list-style-type: none"> • FS will be mostly group and whole class discussion or circle time based PSHE with whole class displays linked to EYFS framework • Y1 – Y6 will complete at least 2 written outcomes for PSHE linked to the assessment objectives in their books each half term • KS1 and LKS2 classes may choose to use a class reflection book to record whole class PSHE sessions • UKS2 classes may choose to use individual or while class reflection books to record whole class PSHE sessions
<p>What will we learn?</p>	<p>The Cambridge PSHE Service Primary Personal Development Program (CPPDP) curriculum is sectioned into 4 main areas with a range of different strands within each area. They are taught as part of a spiral curriculum approach across the academic year in all year groups allowing themes to be revisited and overlaid as pupil's skills develop and mature. The curriculum links with the PSHE Association PSHE education planning framework for pupils with SEND and the Early Years Foundation curriculum early learning goals.</p> <p>KS1 & KS2</p> <p>Myself and My Relationships</p> <ul style="list-style-type: none"> • Beginning Belonging • Myself and My Emotions • Anti-Bullying • Managing Change • Family & Friends <p>Citizenship</p> <ul style="list-style-type: none"> • Diversity & Communities • Rights, Rules & Responsibilities • Working Together <p>Healthy & Safer Lifestyles</p> <ul style="list-style-type: none"> • Managing Risk • Drugs Education • Safety Contexts • Personal safety

	<ul style="list-style-type: none"> • Sex and Relationships Education • Healthy Lifestyles <p>Economic Wellbeing</p> <ul style="list-style-type: none"> • Financial Capability <p>Additional to the CPPDP Curriculum we also highlight other areas of PSHE across the school via planned lessons, school visitors or accessing additional resources. Recent visitors and lessons have included subjects such as Transition, NSPCC PANTS lesson, Anti-slavery workshops, Betty for Schools Menstruation information and sharing information on Child Sexual exploitation and E-safety.</p>
<p>Relationship & Sex Education (RSE)</p>	<p>OWPS were a Government Pilot School for RSE during 2019-2020, during this time we consulted with parents to develop our RSE curriculum across the school. The outcomes of this consultation are that:</p> <p>RSE is taught from foundation stage to Year 6 via the CPPDP curriculum along with additional resources and supports as are deemed appropriate by the SLT, PSHE lead and teaching staff.</p> <p>The current RSE learning in each key Stage is taught through the following these alongside the Myself & My Relationships element to the PSHE curriculum as detailed above:</p> <p>KS1</p> <ul style="list-style-type: none"> • Healthy Living • Healthy Eating • Energy Balance • Physical Activity • Influences, choices & taking responsibility • Growing Up • Personal Responsibilities • Parents, Carers & Families • The Human Lifecycle <p>LKS2 & UKS2</p> <ul style="list-style-type: none"> • Body Knowledge • Body Functions and Change • Body Image • Personal Hygiene • Illness/Disease prevention • Growing Up • Personal Responsibilities • Parents, Carers & Families • The Human Lifecycle <p>Parents of year 6 pupils are advised by letter at the start of each school year that RSE lessons will be delivered across the year and the Right to Withdraw a child from sex education lessons other than those which are a statutory part of the Science curriculum, should be made clear in September by speaking to the class teacher at the earliest opportunity on receipt of the letter. Class teachers and/or PSHE subject lead will meet parents and show them lesson content and resources used for the sex education element of the RSE curriculum to support their choice.</p>

Appendix A Research:

Department for Education

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>

Cambridgeshire PHSE Services Personal Primary Development Program

<https://www.pshecambridgeshire.org.uk/website>

Steve Russell – Behaviour Wall

<http://beyondbehaviour.co.uk/>

Restorative Justice

<https://restorativejustice.org.uk/restorative-practice-schools>

Anna Freud Institute

<https://www.annafreud.org/what-we-do/research-policy/>

<https://www.annafreud.org/on-my-mind/>

PSHE association

<https://www.pshe-association.org.uk/curriculum-and-resources/curriculum>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/pshe-education-planning-framework-pupils-send-key>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/curriculum-life-case-statutory-pshe-education>

District Outcomes Profile Cambridgeshire & Peterborough Children and Young People's Health and Wellbeing

<file:///owps-vm->

<dc/WORK%20AREAS/STAFF/TEACHERS/f.attwood/Downloads/Cambridgeshire%20and%20Peterborough%20Local%20Transformation%20Plan%20-Children%20and%20Young%20People%202019-20.pdf>

Peterborough Child Health profile

https://fingertips.phe.org.uk/profile/health-profiles/area-search-results/E06000031?place_name=Peterborough&search_type=parent-area