



Leonard Stanley C of E Primary School

PSHE & Well-Being Rationale



Our Vision: Loving and Learning Together, for Life, as Jesus taught us

At Leonard Stanley, our aim is to empower every individual to flourish and make a positive impact on their community, guided by Jesus' love and teachings. We foster an environment where everyone is valued and inspired to excel academically, spiritually, and emotionally, equipping them with confidence and faith to face life's challenges together.

Our vision is rooted in the Parable of the Lost Sheep (Matthew 18:12-14) which illustrates God's immense love and care for each individual. In the parable, a shepherd leaves his flock of sheep to search for one that has gone astray. When he finds the lost sheep, he rejoices greatly and celebrates its return, reflecting our core belief that every person in our community matters.

Our curriculum is designed to reflect our Christian vision and values, ensuring every child is nurtured, challenged, and inspired. It encompasses all statutory requirements, including the 2014 National Curriculum, Gloucestershire's RE syllabus, and a comprehensive PSHE/SMSC programme. We aim to provide a rich, inclusive, and purposeful learning experience that prepares children for life beyond primary school.

Please see our Curriculum Policy to read more about our curriculum aims, implementation and impact.

Intent: *Why do we teach this? Why do we teach it in the way we do?*

At Leonard Stanley Primary School, we believe that PSHE (personal, social, health and economic education) & Well-Being, enables all children (including SEND) to become healthy, independent and responsible members of society, both on-line and in the off-line worlds. We want all of our pupils to be confident, self-motivated individuals who understand their rights and responsibilities within a diverse society. We will provide all children with the knowledge to understand how they are developing personally and socially: allowing them to be able to successfully tackle many of the moral, social and cultural issues that they encounter. We teach PSHE & Well-Being (with a focus on mental health) to enable everyone to embrace change, feel positive about themselves and enjoy healthy, safe, responsible and fulfilled lives. Weaving through the PSHE teaching is the commitment to enhancing and promoting the school Christian Values and British Values.

We want pupils to have high quality **reading** opportunities, engage in active and **experiential** learning and take pride in their outcomes. It is ambitious and empowers our children to become independent and **resilient**. We enrich their time in our school with memorable, unforgettable experiences to prepare them for the next stage in their education.

Implementation: *What do we teach? What does this look like?*

In September 2022, we adopted Twinkl Planning as our main PSHE resource, confident that it aligns well with our curriculum model, enables a high-quality and ambitious curriculum with a practical experiential focus, whilst encompassing the National Curriculum Programme of Study for RSE. Twinkl ensures full coverage and progression of knowledge and Personal Development skills from Y1 to Y6. It provides consistency and structure so that prior learning is built upon effectively; ample opportunities are provided to repeat and embed key learning, knowledge and skills using high quality vocabulary. EYFS and YR use the PSED section of Development Matters.

Early Years: Preschool and The Reception Year

In the EYFS, PSHE is included within the PSED (Personal, Social and Emotional Development) area of learning. As with other learning in Preschool and Early Years, our children will mainly learn about PSHE through carefully structured and planned continuous provision opportunities both inside the classroom and outdoors, with a focus on Young Learner's Interest. This includes:

- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.

These planned opportunities are linked to other areas of the curriculum. Learning opportunities, such as these will help children develop important skills such as communication, understanding of emotions, following instructions and personal hygiene. PSHE/PSED specific vocabulary, and reading opportunities are well-modelled by adults working with the children. This enables pupils to be Active Learners with a focus on Language Development.

In Reception class, we plan and deliver high quality PSHE learning opportunities. The following table shows how we use the Development Matters guidance to plan these learning opportunities for children in our Early Years setting, so that they are able to achieve the Early Learning Goals that are linked to their personal development:

PSHE

Educational Programme – PSED

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
PSED	- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. - Develop their sense of responsibility and membership of a community. - Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations. - Play with one or more other children, extending and elaborating play ideas. - Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Increasingly follow rules, understanding why they are important. - Do not always need an adult to remind them of a rule. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Begin to understand how others might be feeling. - Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. - Make healthy choices about food, drink, activity and toothbrushing.	- See themselves as a valuable individual. - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. - Manage their own needs - Personal hygiene - Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	Personal, Social and Emotional Development: Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Personal, Social and Emotional Development: Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Personal, Social and Emotional Development: Building Relationships - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs. Understanding the World: People, Culture and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

PSHE & Well-Being in Key Stage 1 and 2

Twinkl PSHE, Citizenship, Relationships and Health Education Scheme of Work is an ambitious scheme which is designed to challenge pupils, is practical (experiential) by nature with a focus on vocabulary, discussion and reading texts. It is designed to enable children to produce high quality work. The content of PSHE and RSE teaching and learning is set out in the 2014 National Curriculum for primary schools in England. Within this, certain topics and areas are repeated across year groups, meaning that children may revisit a particular topic in each year of primary school but with increasing difficulty and with a different focus each time.

In Health & Well-Being, for example, the area of "It's My Body" is examined in every single year group, with a very clear progression of knowledge and understanding over the six years:

- In KS1, the messages of choice and consent are core to this unit. We will learn about how we can take care of our bodies and make safe choices. Lessons focus on:
 - sleep and exercise; diet; cleanliness; substances.
- By LKS2, this will have developed into: Building on the foundations from the KS1 unit, the focus on consent and respect remains central to the unit and children are invited to consider who their trusted adults are, for times when we need additional support.
- By UKS2, this unit builds on the ways we can take care of our bodies and explores consent and autonomy. We will learn about body image, stereotypes and substances which can be harmful to our bodies. We will also discuss pressures we may face, where these pressures may come from and ways we can resist them.

PSHE & Well-Being is taught in a variety of ways. Where possible we make links with other subjects – such as Computing and Science - using a cross-curricular approach, enabling learning to be put into context, including Outdoor Learning. Due to the strong link between PSHE & Well-Being and PE, we aim to continuously promote healthy lifestyles and provide many opportunities for the children to be active. R.E. and PSHE & Well-Being are also often linked to maximise understanding but there are other times where we teach PSHE & Well-Being discretely such as Relationships and Sex Education (RSE). Although PSHE & Well-Being is mainly non-statutory, RSE is required and therefore we teach to the National Curriculum, supported by a clear skills and knowledge progression. From Reception to Year 6 good planning and teaching ensures that we cover the full range of National Curriculum objectives – plus many others.

Relationships and Health Education is taught in every year group following the Twinkl scheme of work which ensures that children leave our school understanding what a healthy relationship is and how their bodies change. All classes have, at least, 30 minutes of PSHE & Well-Being lessons timetabled per week. These lessons will be recorded in a number of ways: EYFS and KS1 will have floor books with descriptions of objectives, whilst KS2 children will have their own books. It is not expected that there is evidence of every session in these books, as some maybe more ad-hoc than others. Classroom displays and knowledge organisers in books help children know and remember specific knowledge and vocabulary.

SMSC conduct is promoted and seen throughout school, not just through the subject area itself, but also through teaching and learning styles and relationships and behaviour encouraged and exemplified by the teacher. All staff and pupils will model the expected behaviours that we learn about. Our school Christian values have been linked with our British Values and we highlight these, every term. Whole school focus days', for example: Hello Yellow for Young Minds, Children in Need, Anti- bullying Week and Comic Relief, add to the children's understanding of their place in the world and provide them with awareness of a variety of issues and tools to help them through life. We also use visits (such as SkillZone in Gloucester for Y6) and visitors into school (Police and Fire Brigade in KS1) to further enhance the children's learning.

Reading has a thread through PSHE & Well-Being and is promoted within lessons and through displays in each classroom. This makes the subject visible and inclusive. Pupils on the SEND register would be fully included with adapted tasks or support (planned in consultation with the SENDCO). It is also noted that PSHE & Well-Being could be triggering for other children who have differing experiences in their lives and this is taken-into-account when planning and delivering lessons. All staff have good knowledge of their pupils. Displays, whether in class or in other areas, celebrate children developing themselves throughout the school.

Assessment

- We assess predominantly using ongoing formative assessments in class, with teachers giving immediate oral feedback to address any misconceptions that arise. Teachers reflect upon the learning using 'feedback sheets', which identify teaching points for the next lesson for the class as a whole, or to identify individuals or groups who require further support.
- Assessment information is gathered through observations and discussions with children.
- End of unit reflection sheets outline the key learning points for the end of each unit and judgements are made as to whether children have achieved the expected standard for each key learning point. This data is collated and interpreted using 'Insight'. Actions are identified for individuals and key groups in order to raise attainment where appropriate.

Monitoring & Training

- The PSHE & Well-Being subject leader attends regular training provided by Gloucestershire LA or SAS (Stroud Association of Schools), which share up-to-date information and good practice. Information is fed back to school staff and actions carried out as a result of the training.
- Regular lesson visits, pupil conferences, staff conferences and book audits are carried out, led by the PSHE subject leader, and actions identified to ensure that standards remain consistently high.
- Moderation ensures progress is monitored within classes and year groups.
- Staff CPD opportunities are provided when needed.
- A subject action plan is used to identify how to improve the subject; this is reviewed on a termly basis.

Impact: *What will this look like? What will children be able to do before they leave our school?*

By the time children leave Leonard Stanley Primary School they will:

- Be confident, self-motivated individuals who understand their rights and responsibilities within a diverse society, both on and off-line.
- Have an appreciation of what it means to be a positive member of a diverse, multicultural society.
- Have a strong self-awareness, interlinked with compassion of others, with regard for their British Values and what makes them who they are.
- Have a ready willingness and ability to try new things, push themselves and persevere.
- Have a good understanding of staying safe and how to develop healthy and positive relationships online and off.
- Be able to retain and recall knowledge that is pertinent to RHE, PSHE & Well-Being with a real-life context.
- Be able to question ideas and reflect on knowledge.
- Be able to articulate their understanding of personal, social and health concepts and be able to reason pertinently, using rich language linked to the subject.
- Achieve age-related expectations in PSHE at the end of each academic year.