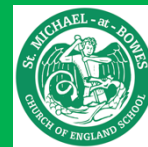


PSHE at SMAB



Intent

Pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts...These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education, 2019](#)

St Michael at Bowes is a Church of England school, reflecting Christian values. We believe that every child should have a happy, safe, secure and disciplined environment in order that all children may thrive and reach their full potential. We are committed towards an environment that reflects our Christian values and provides equal opportunities for all members of the school community. We strive for continual progress and development with the purpose of improving standards, raising attainment and enhancing the quality of learning and teaching.

Curriculum

At St Michael at Bowes CE Junior School, pupils will talk explicitly about the features of healthy friendships, family relationships and other relationships which they are likely to encounter, how to be safe online and differentiate between the online world and the real world. They will also learn how to recognise unhealthy relationships when they encounter them.

Upper KS2 will have a greater emphasis on gangs, knife crime and drugs and alcohol abuse. They will focus on the pitfalls of making poor choices and work on strategies to support them to avoid such situations. Children will learn how to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. Pupils in KS2 will also learn about budgeting and borrowing money looking at economic well-being.

Relationships and Sex Education (RSE) is integrated into the Personal, Social, Health and Citizenship Education programme of the school, as well as being a topic in the Life Processes and Living Things unit of the Science Curriculum. As a church school, RSE is underpinned by our mission statement and teaching and learning of Christianity in R.E. It is our whole school view that the delivery of high quality RSE is extremely important, however, should they wish, parents can withdraw their child/ren from all or part of RSE provided, except that which is required by the Science National Curriculum.

Teaching

- PSHE lessons are delivered in hour-long lessons every fortnight
- Each unit should be covered over a half term
- All PSHE lessons begin with signposting to
- Flexible groupings are used during lessons e.g. mixed ability group work, paired work, guided and independent work and whole class work
- Aspects of RSE will also be delivered through assemblies and dropdown days.
- In Year 5, boys and girls have separate sessions considering puberty and body changes. These sessions are repeated and extended in Year 6.
- Opportunities to develop speaking and listening should be exploited through PSHE lessons.
- A range of resources should be used to enhance learning including, pictures, watching videos and reading information texts.
- Relevant vocabulary must be explicitly taught, evident in the classroom and used in discussion and reasoning.

Planning

- The long-term plans for PSHE are outlined in the school curriculum map which indicates the topics that are covered throughout the year.
- It is the responsibility of the class teacher/ year group teachers to undertake the PSHE planning for their class, or oversee it where a student may be taking the class.
- RSE is delivered using quality assured up to date resources from the Christopher Winter Project. Teaching methods and further resources include circle-time, relationship building games, videos, books, 3D models, photographs, charts, posters and visiting agencies.
- Lesson plans should contain more detailed information about what will happen in the lesson. These include: objectives, key questions, vocabulary, resources and plenaries.
- To ensure we honour the humanity and choices of all, guidelines and ground rules are made very clear to all staff and pupils, including no dismissing the other person's opinions, claiming superiority or reference to any individual's relationships.
- Further to that, all sessions will include signposting information for students, including identifying safe and appropriate adults for them to go to for help and support. This will include members of the school pastoral care team but will also include the signposting of external agencies such as Childline.

Resources:

- RSE is delivered using quality assured up to date resources from the Christopher Winter Project. Teaching methods and further resources include circle-time, relationship building games, videos, books, 3D models, photographs, charts, posters and visiting agencies.

External visitors:

- Visitors may be used from time to time to enhance, not replace, our delivery of RSE. Visitors will be checked to ensure that what they are offering is of quality and appropriate for our students.

Monitoring

Monitoring is carried out by subject leader and SLT during the school year. This will include

- Learning visits during PSHE lessons
- Book looks
- Pupil voice
- Staff/ parent questionnaire
- Moderation across year groups and phases

Marking and feedback

All work should be marked according to the school marking policy by using

- Peer and self-assessment
- Oral feedback
- Children use a **PURPLE PEN** to show response to adult feedback and **GREEN PEN** for self and peer assessment
- Where an adult has provided feedback, the child will respond in **PURPLE PEN**

Assessment:

- Informal assessment is done through observations of the children, looking at their work and questioning children to identify what they have understood.
- Children are encouraged, in line with the school's Fast Feedback policy, to assess their own and each other's' work and identify their own targets for improvement.