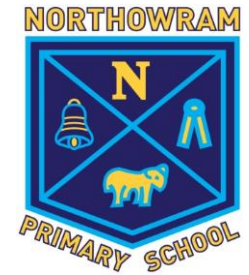




Northowram Primary School
Personal, Social, Health and
Economic Education (PSHE)
guidance
2019- 2020

Curriculum Pledge



“Children benefit from an inspiring curriculum. Leaders ensure that children receive excellent opportunities to develop their knowledge of subjects beyond English and Mathematics.” (Ofsted 2016) “The wider curriculum in Years 4, 5 and 6 is taught by subject specialists who dedicate their afternoons to teaching their subject across all six classes. This arrangement is leading to in-depth teaching, often at higher levels than typically seen and much appreciated by pupils and parents. In their own words, pupils feel ‘they have the best teachers for the job’. “ (Ofsted 2016)

Intent

To achieve the aims of our school vision, we are committed to:

- Ensuring all our children receive their full legal entitlement to learning programmes in all curriculum areas in all year groups.
- Providing a full curriculum (enhanced by out of school visits and visitors to school) in all subjects throughout each year including year 6. Our curriculum is not narrowed for exam or test preparation.
- Ensuring that, in addition to the skills and knowledge, which is required learning in each subject as detailed in the National Curriculum, our curriculum is also planned to include explicit teaching and learning related to human values (e.g. respect, diversity, equality, tolerance, kindness) and responsible citizenship.
- Ensuring that high quality teaching in every curriculum area leads to excellence in pupil outcomes, in all curriculum subjects.
- Ensuring that our children extend their learning in a wide range of curriculum areas beyond the hours of the school days through our provision of extra-curricular clubs. Our target is that upwards of 50% of our children will take part in clubs in any given year. We offer a wide range of clubs including those linked to PE (many types of dance, PE and sports clubs), the creative arts and music (e.g. choirs, recorders, samba, drumming, violins). Children are provided with an annual opportunity to showcase their talent and progress in these areas in our annual ‘Soiree’ performances.



Implementation

- At the upper end of school (years 4,5 and 6), our research, monitoring and evaluation have shown that curriculum subjects (Music, French, Geography, Computing, Art, Design and Technology, Science, PE, History, RE) are most effectively taught by subject specialist teachers who have a high level of subject knowledge in their curriculum area. In years 4, 5 and 6, our teachers specialise in one or two curriculum areas and our children receive instruction from different teachers for each subject. Our children have the best teachers for each subject.
- In years 1-6, all curriculum subjects are taught discreetly rather than being taught in a topic-based way. In this way, we ensure that specific skills and knowledge linked to subject are taught, learned and built upon year on year. Children have workbooks for all subjects including practical subjects (e.g Art, Design and Technology, PE) where they record their work, ideas, reflection and progress. Work in all subjects is assessed and marked with regular individual feedback given.
- Our school provides a healthy budget for the provision of high-quality resources for every curriculum area. Lead teachers for each subject place resource orders on an annual basis to replenish resources and source new resources to ensure that high quality resources are available for the children to maximise learning in all curriculum areas.
- Children receive weekly PSHCE lessons. Our PSHCE curriculum is delivered through high quality circle time sessions every Friday afternoon. All our teachers are trained in delivering high quality circle time sessions based on recommendations from national experts in this area.

Impact

- Lead teachers for each curriculum subject undertake regular monitoring of outcomes (through pupil interviews and workbook scrutinies) and the quality of instruction in each curriculum area through lesson observations. Lesson observations linked to English, Maths and all other curriculum subjects take place each year.
- Lead teachers for each subject in year 1,2,3 team and key stage 2 team work together to ensure that progression and coverage in each curriculum subject is robust.
- Each subject has well defined assessment processes which are used to track children's progress in each area, report progress to parents and to provide valuable feedback in each subject to individual children.

Long Term Plan



At Northowram Primary School, we follow the PSHE Association Programme of Study. The programme sets out a number of learning opportunities that can be covered across keys stages one to five in PSHE education. These have been divided into three core themes: Health and Wellbeing; Relationships; Living in the Wider World.

Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider World
Topic areas: Healthy Lifestyles Keeping Safe Growing and Changing	Topic areas: Healthy Relationships Feelings and Emotions Valuing Difference	Topic areas: Rights and Responsibilities Taking Care of the Environment Money

For our school's PSHE education programme to support its pupils to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging, we must take the 'learning opportunities' outlined within the three core themes of the PSHE Association Programme of Study. These have been carefully designed as a context through which to develop the concepts, skills and attributes set out below. Although the specific content of PSHE education will constantly evolve as the world changes, these concepts are timeless. It is not enough to simply teach pupils *about* the issues covered in the suggested subject content. It is vital that pupils have the opportunity to explore their attitudes, values and beliefs about these issues and to develop the skills, language and strategies necessary to *manage* such issues should they encounter them.

Overarching concepts developed through the Programme of Study

- 1. Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- 2. Relationships** (including different types and in different settings, including online)
- 3. A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- 4. Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- 5. Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- 6. Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- 7. Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- 8. Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
- 9. Career** (including enterprise, employability and economic understanding)

Progression skills document

The important thing is to build a 'spiral curriculum', meaning that the specific learning builds for pupils as they move through the school, gradually expanding and deepening their knowledge, skills, and attributes. It must be ensured that learning in PSHE education is not delivered as a one-off experience. It is likely that many of the learning opportunities in key stage two will be covered in both lower key stage two (years three and four) and upper key stage two (years five and six) where they can be further developed.

Essential Skills and Attributes developed through the Programme of Study

Personal effectiveness	Interpersonal and social effectiveness
<ol style="list-style-type: none"> 1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mindset¹ and managing strong emotions and impulses) 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 6. Self-organisation (including time management) 7. Strategies for identifying and accessing appropriate help and support 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) 	<ol style="list-style-type: none"> 1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others' right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think') 4. Skills for employability, including <ul style="list-style-type: none"> ☑ Active listening and communication (including assertiveness skills) ☑ Team working ☑ Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) <ul style="list-style-type: none"> ▪ Leadership skills ▪ Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships of all kinds

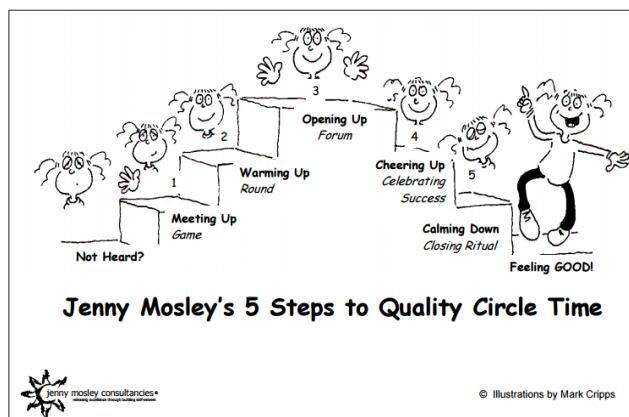
Managing risk and decision-making (integral to all of the above)

<ol style="list-style-type: none"> 1. Identification, assessment (including prediction) and management of positive and negative risk to self and others 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information) 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion) 4. Assessing the validity and reliability of information 5. Identify links between values and beliefs, decisions and actions 6. Making decisions
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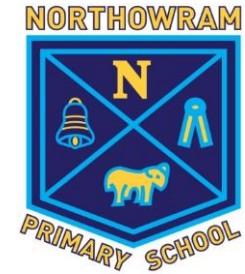
Teaching PSHE 'The Northowram Way'



- In its guidance, the Government have stated that, 'Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum' (Guidance about teaching personal, social, health and economic (PSHE) education in England 2013). PSHE is a non-statutory subject. All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.
- At Northowram Primary School, we are committed to delivering high quality PSHE lessons to our pupils; we believe that PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.
- Here, at Northowram Primary School, we use Circle Time as a vehicle to teach this subject to our pupils. We believe and support the importance of circle time and understand how it underpins every aspect of the curriculum. To do this, lessons take place in a weekly dedicated time and we use training and guidance from Jenny Mosley. Where each Circle Time session includes different activities that have been carefully chosen to ensure that children's attention is focused on a single learning objective. This is very important because it means that everything they do has a useful purpose as well as being enjoyable and 'fun'. In other words, it is not a time to play games for their own sake or a way of filling in a bit of spare time. It is not just a chat time dominated by the adults. It is a high-quality, timetabled and planned way to help children learn important, life-affirming lessons.



Assessment in PSHE



There are a number of reasons why it is important that learning in PSHE education is assessed. It is important for pupils to have opportunities to reflect on their learning and assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs. It also allows the leadership team, parents, governors and school inspectors to see the impact that PSHE education is having for pupils and for whole school outcomes, such as Ofsted judgements on personal development, behaviour and welfare, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessing your PSHE education, all you can do is describe your provision; you cannot show its impact.

The essential skills and attributes identified in the programme of study are arguably the hardest aspect of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment.

It would be inappropriate for assessment in PSHE education to be about levels or grades, passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing any learning in PSHE education:



1. Baseline assessment

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

2. Assessment for Learning (AfL)

Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3. Assessment of Learning (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

Baseline assessment activities

The nature of PSHE education is such that we cannot make any assumptions, based on a pupil's age or year group, about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So to assess learning and progress effectively, it is vital that we carry out a baseline assessment before we teach anything new. As pupils' learning in topics such as healthy eating, online safety, relationships and so on will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had *before* any new teaching took place.

The learning we wish to assess will relate to the pupils' attributes and skills (such as resilience, negotiation, self-awareness, risk management and interpersonal skills), as well as the knowledge and understanding related to the context (for example bullying, consent, mental and emotional health). Pupils' existing knowledge and understanding is arguably the easiest learning to assess but whilst gauging pupils' existing skills, strategies, attitudes, beliefs and attributes can never be an exact science, there are activities that will allow teachers an insight into their pupils' starting point.

Some examples of activities that lend themselves well to baseline assessment in PSHE education are outlined below.

The elements of learning for which they are more or less useful will of course depend upon the exact nature of the activity and its context, so these are given for guidance only and are not definitive

. Baseline assessment activity:	More useful for assessing:	Less useful for assessing:
Questioning	Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic	Skills, attributes
Discussion	Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic	Skills, attributes
Brainstorming	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
Role-play, hot-seating, freeze-frame and other drama techniques	Skills, strategies, attributes, attitudes	Knowledge, understanding
Storyboards/cartoon strip/scenario script writing	Skills, strategies, attitudes	Knowledge, understanding, attributes
Responding to a scenario, picture or video clip	Knowledge, understanding, attitudes, beliefs, strategies	Skills, attributes
Mind map or spider diagram	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
'Graffiti wall'/'working wall'	Starting point of a group, knowledge, understanding, attitudes, beliefs, pupils' questions relating to the topic	Starting point of individuals, skills, strategies, attributes
Quiz	Knowledge, understanding	Skills, strategies, attributes
Questionnaire	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
Continuum/'washing line'	Attitudes, beliefs, attributes	Knowledge, understanding, skills, strategies
Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)	Attitudes, beliefs, attributes	Knowledge, understanding, skills, strategies
'Draw and write' (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)	Knowledge, understanding, attitudes, beliefs, complex concepts	Skills, strategies, attributes
Explain to an alien	Knowledge, understanding, attitudes, beliefs, strategies, complex concepts	Skills, attributes
Card sort, e.g. 'diamond 9'	Attitudes, beliefs, understanding	Skills, knowledge, attributes

Assessing progress over the course of a lesson or series of lessons

At the end of the lesson or series of lessons, pupils should have opportunities to demonstrate the progress they have made from their starting point assessed in the baseline activity. Possibly the simplest and most effective way of demonstrating progress is to either repeat, or better still, revisit the original baseline activity. Some baseline assessment activities (such as mind-maps, 'draw and write', 'explain to an alien'), lend themselves very well to a simple revisit where each pupil uses a different colour to add to their baseline activity and make any changes they now want to make, allowing the pupil and teacher to clearly see how far they have come in their learning. In other cases pupils might repeat the activity or carry out a completely different activity. Taking the examples of baseline activities above, the table below indicates possible ways of revisiting or using those activities to demonstrate progress at the end of the lesson or series of lessons.

Using baseline activities as the basis for the end point activity
Baseline assessment activity

End point activity to demonstrate progress

Questioning	Revisit key questions, extending with higher order questions. Invite pupils to think of key questions for future learning.
Discussion	Revisit main arguments from baseline discussion; formal debate; presentations.
Brainstorming	If written down, revisit in a different colour – add, amend, expand.
Role-play, hot-seating, freeze-frame and other drama techniques	Repeat role-play showing how strategies have developed/changed and demonstrating new skills; script a conversation or role-play on a related but more challenging situation.
Storyboards/cartoon strip/scenario script writing	Evaluate effectiveness of baseline strategies/ideas through discussion; revisit in a different colour – add, amend, expand, change; role-play their revised script.
Responding to a scenario, picture or video clip	If written down, revisit in a different colour – add, amend, expand; discuss or write down any changes to their response as a result of the learning.
Mind map or spider diagram	Revisit in a different colour – add, amend, expand.
'Graffiti wall'/'working wall'	Revisit in a different colour – add, amend, expand; answer questions written on the wall at the beginning and think of key questions for future learning.
Quiz	Repeat quiz; ask pupils to write a new set of quiz questions for peers to answer.
Questionnaire	Repeat questionnaire; ask pupils to write a new questionnaire for peers to answer.
Continuum/'washing line'	Repeat the activity asking pupils to discuss whether, and if so how far, they have moved along the continuum and why; photograph new continuum or washing line positions and compare with photo of baseline positions.
Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)	Pupils rate themselves on the same scale in the light of the new learning.
'Draw and write' (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)	Revisit in a different colour – add, amend, expand.
Explain to an alien	Revisit in a different colour – add, amend, expand; think of additional questions for the alien to ask to explore the concept further and answer each other's questions.
Card sort e.g. 'diamond 9'	Repeat the card sort; photograph and compare to a photo of the original; justify verbally or in writing any changes to the order resulting from the new learning.

At Northowram Primary School, teachers are to choose which method of assessing this subject works best for them. Teachers are required to have evidence of assessment, in the form that they choose. For monitoring purposes, the co-ordinator will ask for evidence during the year to monitor progress and the skills being taught.

SEN and vulnerable groups



- Here, at Northowram Primary School, teachers will plan and then assess lessons that best suit their classes needs. In PSHE, progress is measured is the pupil's own starting point, not the performance of others. It aims to pupils develop the knowledge, skills and attributes that all pupils, especially pupils with SEN needs, need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. Therefore, time, on a weekly basis, is dedicated to this area of learning.
- When assessments are carried out, teachers and the co-ordinator, will ensure that there is progress within all groups of children in school, including SEN. On paper, with some pupils, evidence maybe difficult to assess so talks around the child and interviews with children may take place to ensure that progress can ne seen.

Marking and feedback



- At Northowram Primary School, teachers are to ensure that every piece of 'work' that the children produce has quality feedback. This could be verbal feedback to practical activities in the classroom, immediately after they produced their work.
- Written work needs to be responded to by the teacher ready for the next lesson, children will then be required to have time to reflect on their learning/response.

Our Programme of Study



PSHE Education Planning Toolkit
for key stages 1 and 2

PSHE
Association