



PSHE

"I have been feeling happy because I have really good friends who care for me."

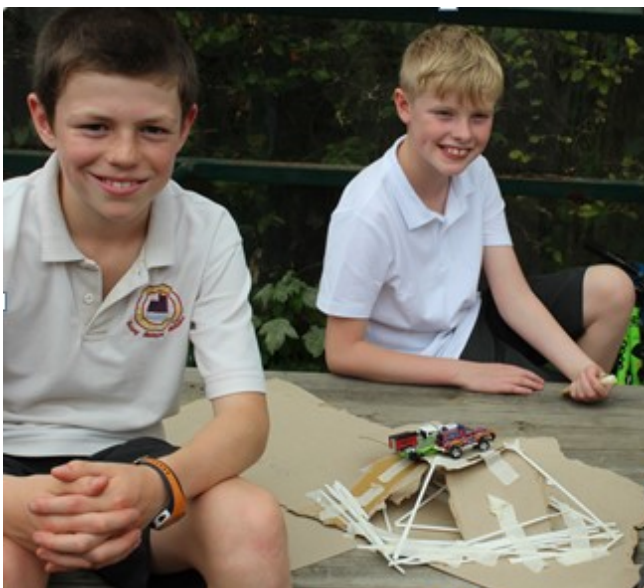
Children's Wellbeing Survey September 2021

***We are all part of God's vine and are rooted in His rich soil.
We are nurtured and supported so that we may grow and spread out into the world
to love and to serve.***

CURRICULUM STATEMENT

Our intention is to enable all children at Goring Church of England Primary School to:

- develop an awareness of social, economic, political and ecological issues
- nurture mutual trust and respect between individuals and groups
- develop understanding and tolerance and understand the fundamental British Values – being part of Britain, democracy, rules and laws, individual liberty and respect and tolerance of those with different faiths and beliefs
- develop informed and responsible healthy life-choices
- develop positive attitudes towards physical and mental health
- foster self-respect and self-esteem among all members of the community
- experience awe and wonder
- be prepared for the opportunities, responsibilities and experiences of adult life
- use computers and other devices safely and report anything which makes them feel uncomfortable
- be aware of sustainable living and our responsibilities towards our planet
- incorporate the school values of Belong, Believe, Achieve into daily life.



SPIRAL CURRICULUM

At Goring Church of England Primary School, the PSHE curriculum is taught, through timetabled lessons across all key stages, using a spiral curriculum approach (a course of study in which pupils will see the same topics throughout their school career, with each encounter increasing in complexity and reinforcing previous learning).

THEMES

Term 1	Me and my relationships
Term 2	Valuing difference
Term 3	Keeping myself safe
Term 4	Rights and responsibilities
Term 5	Being my best
Term 6	Growing and changing

The school uses a scheme called 'SCARF' (Safety, Caring, Achievement, Resilience, Friendship) to supplement their teaching and to provide high quality resources.



SCARF: Safety, Caring, Achievement, Resilience, Friendship

RELATIONSHIPS AND SEX

EDUCATION (RSE)

RSE is vital for the personal, social and emotional development of pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and to make appropriate and well-thought-through decisions as they approach adulthood.

All children and young people have a right to holistic, inclusive and needs-led RSE. Through providing high quality RSE, the school's ethos and values and its commitment to equality and celebration of difference are upheld. RSE aims to help children to grow up feeling confident about their emotional and sexual health and with the ability to live alongside people who have different values and beliefs about sex and relationships.

Relationships and Sex Education (RSE) is delivered as part of the PSHE curriculum. More information about RSE and how the school meets the government requirements relating to RSE can be found in the RSE Policy on the school website.

WORKING WITH PARENTS/CARERS

Successful teaching of RSE involves parents/carers and schools working together. The school believes that parents/carers can play an important role in the RSE of their children through exploring at home discussions that have taken place in school.

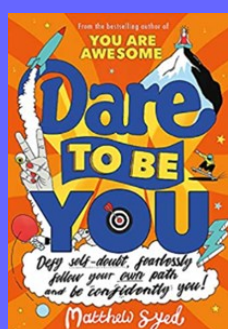
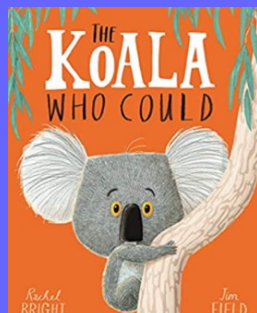
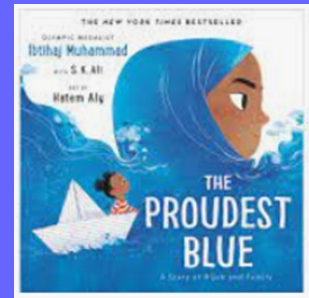
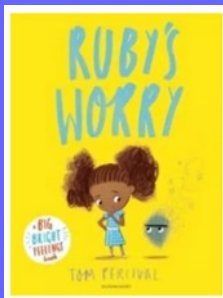
The school works with parents/carers to ensure that they are aware of what staff teach and that:

- long-term plans are published on the school website
- termly curriculum grids are shared with parents/carers
- teachers write weekly newsletters
- parents will receive letters outlining when certain lessons (including lessons that involve sex education) will take place and what will be covered in those lessons.

USING CHILDREN'S LITERATURE IN THE CLASSROOM

A range of rich and varied texts are used to supplement the PSHE curriculum. The school has a reading spine that includes a range of carefully selected texts for each age-group which the children are encouraged to read for pleasure. These texts enable children to develop culturally, emotionally, intellectually, socially and spiritually.

READING SPINE BOOKS THAT SUPPLEMENT THE PSHE CURRICULUM



WHAT DOES PSHE LOOK LIKE IN THE CLASSROOM?

A range of teaching strategies are used within PSHE lessons. Activities are planned according to the different levels of children's skills and previous knowledge. Activities and tasks may include:

- a whole-class or small-group discussion
- imaginative writing
- reflection activities
- role-play and drama
- games, story-telling and interpretation tasks
- watching relevant video-clips and using technology to do research
- having special visitors and workshops where appropriate.



Outside of PSHE lessons, other activities will consolidate or develop children's learning further, for instance:

- representing their class in one of the school's pupil groups
- taking part in contemplations
- carrying out specific tasks for the school community
- participating in Collective Worship.

ENRICHMENT OPPORTUNITIES

Visits from carefully chosen speakers, charities and groups support and compliment aspects of the PSHE curriculum. Visitors from NSPCC, anti-bullying organisations and local charities work with children in Collective Worship and classroom workshops.



CONTRIBUTING TO THE WIDER WORLD

Through PSHE lessons, pupils gain the skills, knowledge and understanding they need to lead enriched, healthy lives and to become informed, active and responsible citizens. Each year, representatives from every class in the school are selected for each of our pupil groups. These include:

- School Council
- Eco-Schools
- Worship Squad
- Mental Health Ambassadors
- Anti-Bullying Ambassadors
- Healthy Schools

These committees organise and run a number of events throughout the year which contribute to the wider world, for example, 'Hello Yellow Day' which raises money for mental health charities.

ASSESSMENT, MONITORING & MEASURING IMPACT

MARKING AND FEEDBACK

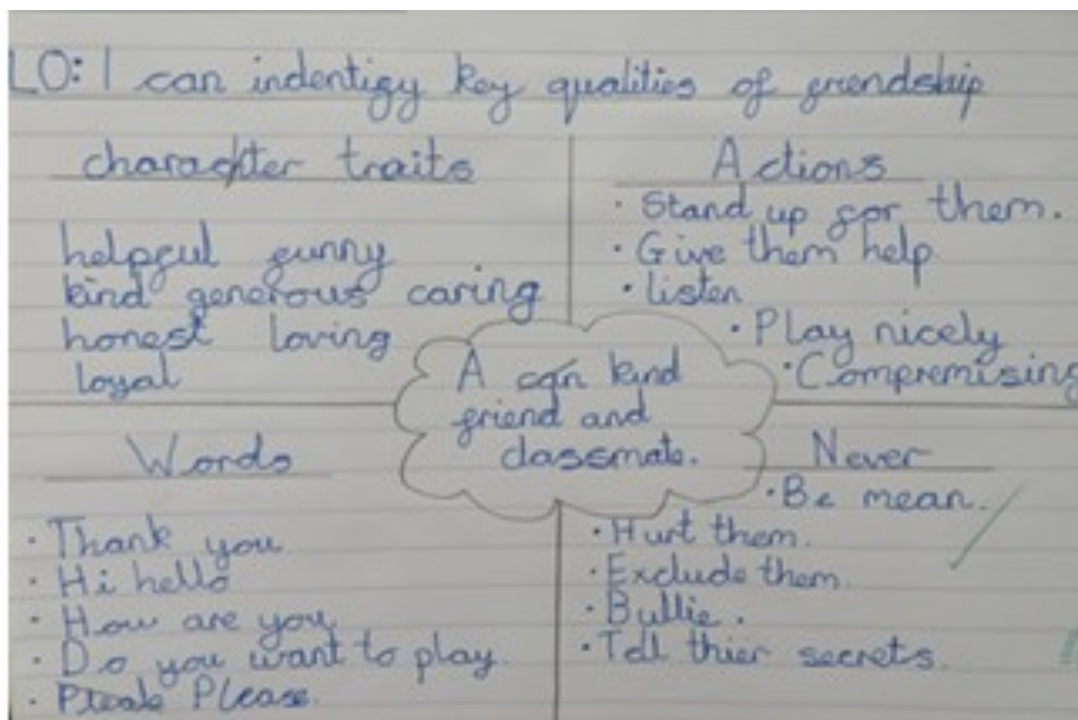
Children are given regular and meaningful written and verbal feedback. When written feedback is given, children are given time to respond so that they are clear about their next steps.

ASSESSMENT FOR LEARNING OPPORTUNITIES

Teachers make use of differentiated questioning, mini-plenaries and end-of-lesson plenaries to provide informal assessment opportunities to gauge individual pupil and whole class understanding.

BOOK MONITORING

The PSHE co-ordinator monitors PSHE books regularly to ensure the curriculum is taught consistently across the school. Feedback is given to the teaching staff during a staff meeting.



DEEP DIVES

The PSHE co-ordinator completes regular deep dives. These provide an opportunity to observe lessons, talk to children, review planning and teaching and review strengths and areas for improvement across the school. After a deep dive, a report is written and shared with staff and governors. Any actions that are required are then implemented in a timely fashion.

