

Gillespie Primary School



Curriculum Intent, Implementation & Impact PSHE

Intent

At Gillespie Primary School we aim to provide a planned Personal Social Health and Economic (PSHE) curriculum that enables our children to become healthy, independent and responsible members of society. PSHE helps children understand how they are developing personally and in relation to others and tackles many of the spiritual, moral, social and cultural (SMSC) issues that are part of growing up.

Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Key Learning

Our children learn:

- how to stay safe and healthy
- how to build and maintain successful relationships
- about the changes that occur in their bodies
- about rights and responsibilities
- how to be active citizens
- what it means to be a member of a diverse society

Implementation

At Gillespie we use a spiral curriculum that revisits themes every two or three years. This enables the children to revisit and build upon previous learning, giving them opportunities to consider and develop their understanding of PSHE regularly and at a level that is appropriate for the age and development of the child. We use Islington's scheme of work, *You, Me, PSHE* which includes statutory health and relationships education. *The You, Me PSHE* scheme of work 'reflects modern times, with practical guidance and ideas, assisting [teachers in providing our] children with the vital and good quality PSHE lessons they are entitled to, to be safer in an ever changing world.' Important knowledge has been selected for this scheme of work and is reinforced with practical skills.

You, Me PSHE is taught in thematic units containing 3 or 6 lessons, each lasting for 1 hour. Classes complete their learning in many different ways, including the use of discussions, drama, circle time and written activities which are put into each child's individual topic book.

The PSHE curriculum is carefully divided into seven different strands and knowledge and skills taught in each one is reinforced from years 1 through to 6:

- Relationships and health education
- Drug, alcohol and tobacco education
- Keeping safe and managing risk
- Mental health and emotional wellbeing
- Physical health and wellbeing
- Careers, financial capability and economic wellbeing
- Identity, society and equality

Cross curricular links

Along with our broad and balanced curriculum, there are cross-curricular links with other subjects, such as computing (E-Safety), P.E (leading healthy and active lives) and science (nutrition and reproduction). In addition to the meaningful coverage in Relationships and Sex Education lessons included in *You, Me, PSHE*, we teach aspects of sex education through our science curriculum. Alongside this we teach about different kinds of relationships, including same sex relationships, because it is important that our children should have an understanding of the full diversity of the world they live in and be prepared for life in modern Britain.

Special Educational Needs and Disability (SEND)

We ensure that all children are given the opportunity to be understood and supported in the best way possible. We have regular SEND training for adults and provide opportunities for all children to develop a better understanding of their peers' needs and equip them with the means to support SEND children in their class and throughout the school. This is done through activities including autism and Down's syndrome awareness weeks, discussions and providing opportunities for children to ask questions.

All staff are committed to providing for the needs of all children in a wholly inclusive environment.

We support children with SEND in a number of ways;

- There are flexible groupings of children so that learning needs may be met in individual, small grouping or whole class contexts
- Teachers differentiate learning to meet the needs of individual children. Teaching styles and flexible groups will reflect this approach
- Curriculum tasks and activities may be broken down into a series of small and achievable steps for children who have marked learning difficulties

Early Years

Personal Social Emotional Development (PSED) is embedded in everyday life through play, circle time, small group and whole class activities. Children are supported to build constructive and respectful relationships that allow them to learn and develop creatively alongside adults and peers.

Relationship modelling

In addition to the relationships lessons provided, adults support children to make friends and to manage disputes and difficulties. Our children are empowered to envisage themselves as valuable individuals aware of what makes them unique. Children are encouraged to express their feelings and adults carefully model the handling of these feelings and emotions to support children in becoming independent in moderating their own emotions.

There are always occasions where teachers may feel it necessary to teach PSHE or PSED as a result of an issue that has arisen in their own class or in the playground and so circle time and role play may be used to explore particular issues.

Wider learning and impact on behaviour and attitudes

Beyond the You, Me, PSHE and PSED curriculums, we give children the opportunity to explore a variety of physical, personal, social, emotional and health related issues through a variety of different ways. Children can practise skills and explore different attitudes through PSHE weeks, workshops, visitors and our Characteristics of Learning dispositions.

Within the school we aim for all staff to use the language of a growth mind-set which focuses on improvement and achievement rather than on a fixed notion of ability. Children are praised for demonstrating positive learning dispositions, for example being curious, using their imagination, persevering, being cooperative, achieving/ understanding more, rather than closed statements about ability, for example 'you are clever'. We have found that using this language of growth mind-set motivates children to try harder and to have a more positive approach to their own learning. Children from nursery to year 6 were involved in designing and creating animals to help all of us remember the characteristics of learning.

The animals are:

- Focused Fox
- Don't Give up Dory
- Have a go Hedgehog
- Curious Camel

- Cooperative Caterpillar
- Imaginative Insect
- Improving Impala
- Burning for Learning Leopard

These animals are displayed in all classrooms and around the school. We have also produced an online booklet for parents and carers that provides more detailed information, which can be found on our website.

We promote an attitude of loving learning, resilience and perseverance through these learning dispositions and children are praised by adults and their peers when they demonstrate them. We celebrate children's development through using these learning dispositions by awarding personalised merit certificates which are given out by the Headteacher during whole school assemblies.

Children's Engagement

We engage children actively in the life of the school so that they have a voice and a role to play in its development. This participation is one of the ways Gillespie promotes the values of tolerance of others, mutual respect and enables children to begin to explore democracy, the rule of law and individual liberty.

We have a range of opportunities for children to become involved in the life of the school and to have their feelings, thoughts and ideas heard.

Playground buddies

We have a team of committed children who support other children to engage with each other at play times and to develop social awareness about the needs of others. All playground buddies must make an application as part of a rigorous selection process. Selected children are supported by an adult and complete a training course involving skills in listening & communication, problem solving, supporting others, working in a team and confidentiality. Playground buddies select children they have observed making a positive contribution to school life by awarding them a sticker and explaining their contribution in weekly assemblies.

School Council

Children have an official voice in the school through the School Council. Each class has an elected representative who takes issues arising from class discussions to the School Council meetings. The children organise and run the meetings but an adult is in attendance to support them and to communicate issues to staff.

The School Council allows Gillespie children to learn about citizenship and democracy, while also having a real impact on decision making in the school. For example, discussions on the School Council contributed to the development of a range of high quality playground activities and resources.

Lab 13 Science Committee

The Science Committee are a team of keen child scientists, supported by our Resident Scientist in managing our Lab_13 science and technology lab. They take leadership responsibility for involving children across the school in additional science investigations and activities.

The Green Team/climate change team

The Green Team are a group of children committed to promoting green and sustainable awareness issues including activities to improve recycling at school and in supporting the school to reduce its carbon footprint. The team has also taken a lead in developing our school gardens. In recent years we have won a number of Islington in Bloom prizes and awards.

Pupil monitors

Pupil monitors take responsibility for supporting children to make the right decisions in day to day aspects of school life and also take some responsibilities in the everyday running of their classrooms.

Mental Health and well-being

Each Monday all children in years 1-6 take part in a 20 to 30 minute mental health and wellbeing lesson from the MyHappyMind scheme of work. This helps children to understand how their brain works and to support them in developing positive skills and habits to be their very best selves. Adults in the school also benefit from the myHappyMind scheme of work. Each term a staff meeting is dedicated to myHappyMind, so that all staff can complete each unit. Resources and tools are given to adults so that they can regulate themselves, so when they are feeling stressed, unhappy or if their mental health is suffering, they can refer back to characteristics and then educate and inspire themselves using the tools that were given to them.

There are five units in the myHappyMind scheme of work:

- *Meet your brain* looks at the key components of the brain and how they work together, the difference between the brain and the mind, the concept of neuroplasticity and how to calm the brain in times of stress.
- *Celebrate* introduces the concept of character, helps children and adults identify and celebrate their own strengths and helps them to identify and celebrate strengths in others.
- *Appreciate* helps children and adults to understand what happens in the brain when we give and receive gratitude, understand what gratitude is and helps them take the time to be grateful.
- *Relate* has a critical focus on active listening, teaches listening guidelines and provides lots of opportunities to use role-play to explore what they are learning.
- *Engage* brings together everything the children and adults have learnt by reflecting on all their new habits. It focuses on how they have used their habits, how their habits have helped them and finally, planning on how they will use these new habits in the future.

Throughout the week, each class reflects on the new learning and it is reviewed as a whole school during the Friday assemblies. In reception, work on myHappyMind is done through discussions, games and activities which are spread over the week. To enable parents to engage in this learning with their children, all families are able to access a set of resources through the free myHappyMind app.

Cooking

At Gillespie we aim to provide our children with the skills they need to become healthy and independent members of society. Teaching children how to cook is an important part of our whole school approach to health and wellbeing. It is a perfect tool to captivate and stimulate children's interest and enjoyment of food as well as building self-confidence. Every child in each year group has a termly cooking class which is based on progressive cooking skills and are appropriate for the age of the children. All Key Stages use recipes from the Islington Get Cooking recipe book. The school provides the ingredients for the lessons so no child will miss out due to not being able to bring in the ingredients.

Assessment

Assessment opportunities are built into each unit of You, Me, PSHE and myHappyMind. In You, Me PSHE children write about what they already know about the topic and once it has been completed they then write all the new things they have learnt about it. This allows teachers to evaluate and assess progress, giving them the opportunity to focus on any gaps the children may have. In all You, Me PSHE and myHappyMind units, lessons build on from each other. Teachers will use questioning and discussions to refer back to previous lessons to remind children of prior learning and check they have understood and retained information. They will delve deeper into specific areas if knowledge is lacking or to correct misconceptions, before continuing on with the lesson.

In order to be confident in the impact of PSHE across the whole school community, the PSHE leader will monitor the subject through gathering evidence of written activities and photographs and through ongoing discussion with colleagues.

Impact

At Gillespie, children are given the opportunities to develop the knowledge and vocabulary needed to express their thoughts and feelings in an environment of openness and trust and know how and where they can seek help and advice.

A growing body of research shows that children who are emotionally healthy do better at school. PSHE helps children to achieve their potential by supporting their well-being and tackling issues that affect their ability to learn. PSHE can have a positive impact on the whole child (including their academic development and progress) by lessening any social and emotional barriers to learning and building their confidence and self-esteem.

At Gillespie we strive to ensure that by the time children leave our school they will:

- demonstrate kindness and respect towards themselves and others.
- have the courage and ability to try new things, challenge themselves and persevere.
- take responsibility for their actions.
- have a good understanding of how to develop good and healthy relationships with peers and adults.
- have the skills to keep themselves both physically and mentally healthy.
- have an understanding of the physical and mental changes that will occur in their bodies as they grow up.
- have an appreciation of what it means to be a positive member of a diverse, multicultural society.
- be on their journey preparing them for life in modern Britain.

To ensure that children in Year 6 are ready for secondary school the leader of the LEA Admissions team is invited in to speak to children and their parents about the application process to secondary schools and answer questions about transition.

Children are given tips and advice on how to keep organised, how to keep in touch with old friends and how to make new ones.

Throughout the year a range of opportunities are created to help year 6 children in their transition to secondary school.

- Age appropriate books about transition are used as a stimulus for discussions
- Opportunities are created throughout the year for questions to be answered
- Some year 7 example lessons are taught by the class teacher
- Some head teachers come to visit the children to introduce themselves, talk about what the children can expect when they get to their secondary school and answer any questions the children may have.

For those children with SEND, transition books are co-created by the child and the SENDco and the children are given the opportunity to visit their new school a number of times with an adult from Gillespie.

We know that PSHE is having an impact and making a difference because:

- Teachers record observations in children using language based around growth mind-set, good mental health techniques, developing understanding and respect for one another, having a deeper understanding of RSE, more children being physically active and children developing a 'can do' attitude towards their learning.

- Children report progress in understanding the key components of the brain and how they work together, how to calm the brain in times of stress, the importance of being physically active, better understanding their bodies and why certain changes occur.
- Skills, effort and kindness are demonstrated through personalised merit certificates on which an explanation of how the child has used a particular learning disposition is written. Identification and celebration in class and assemblies of when character strengths have been used, how growth mind-set has been demonstrated and when kindness has been shown to themselves and others in class and in the playground.