Our Intent

Our aims for PSHE are:

* To enhance skills for communication, empathy and healthy relationships
* To support the development of resilience, self-esteem, self-efficacy and aspiration
* To offer accurate and relevant knowledge to support decisions about personal wellbeing and health
* To explore the relevance of knowledge for personal situations and decision making
* To offer opportunities to explore, clarify and if necessary challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities
* To offer the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
* To prepare children for bodily changes and growing up and demystifying some of the preconceptions
* To give the children skills and vocabulary to talk openly and not feel embarrassed

British Values at Kettlefields

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| British Value | What it looks like at Kettlefields? | Evidence |
| Democracy | Pupils from Reception upwards have the opportunity to have their voices heard through our School Council Annually, a mock general election is held which is based solely on pupil votes. Elected School Council members meet together regularly with Mrs Gadsby to discuss and put forward ideas for change.  The elections for posts of responsibility in Year 6 including House Captains, Prefects, Games Captains and Computer Monitors are held at the beginning of the academic year with the pupils running their own election campaigns. Posts of responsibility play a vital part in the running of the school and are considered as very prestigious by the pupils.  Democracy is also explored across other areas of the curriculum and discussed in assembly during UK Parliament Week. | * School Council Reps and notes from meetings. * Existing roles and responsibilities in school that are set up. * Assembly Plans that include school value. |
| Rule of Law | The importance of laws whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits (Iin more normal times) from authorities such as the police, army and fire service etc are regular parts of our calendar and help reinforce this message.  The Rule of Law is also taught through the Citizenship strand of our PSHE Scheme of Work framework, ‘Rights, Rules and Responsibilities’. | * Class and School rules that are signed. * Behaviour Policy. |
| Individual Liberty | Within school, pupils are actively encouraged to make choices, knowing that they are in safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our e-safety lessons, assemblies and the PSHE scheme of work Through participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices. | * Sporting opportunities including hockey, football, multi sports and gymnastics. * Lunch time clubs including making craft (Woodpeckers). * Music lesson including flute, recorder, guitar, piano and singing. * Pony Club. * Residential trips in KS2. |
| Mutual Respect | Part of our school ethos and behaviour policy revolves around core values such as "respect" and pupils have been part of discussions in assemblies related to what this means and how this is shown. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy. We also have a prefect and young leader system in place which allows the older children in the school to act as role models and care for the younger ones, promoting friendship, building confidence and developing responsibility. | * KS2 Roles. * Staff modelling. * Assembly planning. * Class rules. * Explicitly taught in lessons such as RE and PSHE. |
| Tolerance of those with different faiths or beliefs | This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity through assemblies, themed weeks and the PSHE scheme of work. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Difference in our school is celebrated! | * We encourage the children to share their faith and beliefs to further our understanding of the world in which we live. This is very much incorporated in assemblies and RE teaching as well as being encouraged in class. * Calendar of celebrations such as Eid, Chinese New Year, Hannuka, Thanksgiving. |

Teaching and Learning

PSHE is taught as a discrete subject by the class teacher for one hour every week.

In addition to this PSHE forms an integral part of the ethos of the school as a whole. Pupils attend four assemblies per week led by members of staff and are also provided with a range of everyday experiences which play an important part in promoting the social, moral, spiritual, cultural, economic, mental and physical development of our pupils.

Mental health and wellbeing is of high importance and is one of our golden threads that runs throughout our school. Children in Reception and Key Stage 1 are taught to identify and communicate their emotions via the ‘Colour Monster’. Every class has a mental health check in system where Teachers can be made aware of children who are struggling and put strategies in place to support children. This might include time to talk, emotional support, peer/buddy support, read to a therapy dog. We are incredibly lucky to have two therapy dogs in school which really helps to reduce stress and anxiety.

Furthermore ,PSHE is taught through a range of teaching and learning styles appropriate to the activity and emphasis is placed on active learning. Lessons can include discussion, practical work, drama, role-play, research, circle time, brainstorming, debating, receiving visitors and class work following a visiting speaker.

Our Class Teachers are pro-active and respond to the needs of their class by planning in certain elements such as anti-bullying or e-safety if it meets the needs of their class.

First aid is taught to all pupils across the school via a ‘Mini Medics’ course which is taught by First Aid professionals.

PSHE Curriculum Planning

At Kettlefields we use the ‘Cambridgeshire Primary Personal Development Programme’ framework which is designed to build progressively, adding skills and knowledge as the pupils grow and mature and journey from Reception through to Year 6.

The framework covers four colour coded key strands in personal development;

* Myself and My Relationships (Blue)
* Healthy and Safer Lifestyles (Green)
* Citizenship (Purple)
* Economic Wellbeing (Red)

These strands cover all existing learning outcomes specified in the National Curriculum, selected areas of learning for the Early Years Foundation Stage and incorporate a range of other important areas like personal safety education, relationships and health education and promoting British Values.

The Cambridge scheme also covers all aspects of the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2019 and the statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education published in June 2019.

We have also incorporated the 'Education for a Connected World' framework into our long term planning across the curriculum. The Education for a Connected World framework describes the digital knowledge and skills that children and young people should have the opportunity to develop at different ages and stages in their lives. It highlights what a child should know in terms of current online technology, its influence on behaviour and development, and what skills they need to be able to navigate it.

It focuses specifically on eight aspects of online education in order to support children to live knowledgeably, responsibly and safely in a digital world.

The eight areas are as follows:

1. Self image and identity

2. Online relationships

3. Online reputation

4. Online bullying

5. Managing online information

6. Health, wellbeing and lifestyle

7. Privacy and security

8. Copyright and ownership

The PSHE coordinator works closely with the Headteacher in planning assemblies, including visiting speakers to support and enhance the PSHE themes being taught across the curriculum.

Currently class teachers plan blocks of work following the scheme of work listed below. Teachers follow the medium term plan, using resources available in school, online resources and websites and contributions and visits from representatives of outside agencies.

When planning class teachers also take into account the school's Mental Health and Wellbeing Policy.

The PSHE Scheme of work is as follows;

Early Years and Key Stage 1

During the Reception Year, pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of the school and its neighbourhood.

Key Stage 2

In Key Stage 2, pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from the school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

There are many opportunities for learning outside lesson time, such as Class and School Council meetings,, fundraising projects, Bikeability Level 1 (Year 4) and Level 2 (Year 6) Award, inter-house activities and links with the wider community.

We offer a variety of educational visits which offer opportunities for PSHE as well as supporting the teaching and learning of other curriculum areas. There is particular focus on developing pupils’ self-esteem, resilience and giving opportunities to develop leadership and co-operative skills through a range of outward bound and team work activities.

Teaching PSHE to SEND pupils

At Kettlefields we teach PSHE to all children, whatever their ability. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all our children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child’s different needs.

Assessment and Recording

Written work is kept in a life-skills book that will follow them on their journey through the school This will be a record of children’s growth and development as well as a good assessment tool.

Pupils are also given opportunities to evaluate activities, to reflect on their own learning and to assess their own progress.

Resources

Resources are kept in the Resource cupboard; however teachers delivering PSHE may keep the resources they are using within their own classrooms. All teachers have access to the relevant plans and resources from the Cambridge Scheme of Work. A curriculum folder is also kept on Google Classroom in the ‘Staffroom’ area.

Staff members may request visits from external speakers through the PSHE coordinator.

Confidentiality

Confidentiality is addressed when agreeing ground rules, to promote a safe learning environment and also minimise the risk of inappropriate or unplanned disclosure in the classroom. However there are implications of disclosure for child protection and all staff are aware of procedures in the event of a child protection issue arising. Staff and adults working with children should make it very clear to pupils that they cannot promise total confidentiality and must not try to investigate any issues themselves. They should contact the DSL Designated Safeguarding Lead if an issue arises.