



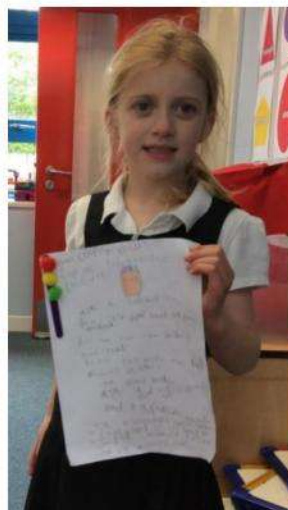
PSHE at The Ellis C of E Primary School

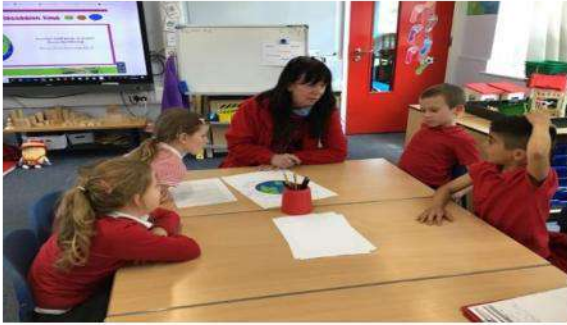
Intent

At The Ellis we provide a comprehensive and engaging Personal, Social, Health and Economic (PSHE) Education curriculum which fully meets the needs of every child including those with SEND.

During their time at The Ellis, children will encounter many of life's challenges for the first time. It is our intention to support every child to acquire and develop their knowledge and understanding to manage their own health and safety, be able to form healthy relationships and live and make valuable contributions to life in the wider world.

We aim to provide our children with the skills needed to embrace their differences and similarities and to experience challenging situations in a safe, supportive environment to enable every one of them to lead safe, healthy, and happy lives.





Implementation

PSHE is taught at times of need, responding to situations that affect the school, local and global communities by assemblies and circle time and with the use of the 1decision resources on a weekly basis through discussion, videos, scenarios and practical work which allows pupils to revisit topics and ideas and build on their prior skills, knowledge and understanding. The resources are age-appropriate and can easily be adapted to meet the needs of all our pupils. Giving them the confidence to take part in the discussions when they feel comfortable to do so. Additional support is also given (including those children with SEND) so all pupils can access all areas of the learning.

It also connects to other areas of the curriculum and children are encouraged to take part in extra-curricular activities such as World Book Day, E-Safety Day, Anti-Bullying Week, Children in Need, Comic Relief, UNICEF Playground Challenge along with home learning projects and residential to Whirlow Farm in Y2 and PQL in Y5 to enrich their personal experiences.

Additional lessons on Road Safety, First Aid, Swimming and Cycling and for KS2, Crucial Crew and the 'Archie' Project are used to enhance the teaching and learning of PSHE.

EYFS

PSED fits into all areas during child initiated activities. Which also includes circle time and stories to discuss feelings, attitudes, rules and behaviours. As well as these, F2 also link various activities to their class topics.

Children in EYFS learn to:

- Talk to others, expressing their own point of view and listening to others
- Begin to show confidence in social situations
- Talk to others about & begin to find solutions to conflicts, without aggression
- Understand and follow rules
- Talk about their own feelings and those of others
- Begin to be more independent in their own self-care and dressing/ undressing
- Begin to make healthy choices
- Start to adjust their behaviour to different situations
- Develop constructive and respectful relationships
- Show resilience and perseverance when participating in a challenging activity
- Work as part of a group or whole class and understands and follows the rules
- Know and talk about the different factors about their overall health and wellbeing including; regular physical activity, healthy eating, brushing teeth, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian.

KS1 and KS2

In KS1 and KS2 children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to, during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding and offer explanations for why things might happen.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Express their ideas and feelings about their experiences with modelling and support from their teacher.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others, showing sensitivity to their own and to others' needs and to form positive attachments to adults and friendships with peers.
- Be confident to try new activities and show independence and resilience and perseverance in the face of challenge.
- Show an understanding of their own feelings and those of others, explain the reasons for rules, know right from wrong and begin to regulate their behaviour accordingly.
- Develop an understanding of how to express feelings and emotions and ask for help when needed.
- Understand some protective behaviours.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Know how to keep themselves safe online.
- Understand about Anti-Bullying and Cyber-Bullying.

- Understand how we care for others and develop an understanding of their own health (including sexual and mental health).
- Understand the basic concepts and know some reasons when someone might require First Aid.
- Understand the correct steps for seeking immediate emergency help and how to make a clear and efficient emergency call.
- Know what they need to keep safe from and what may put themselves or others at risk.
- Know some ways to keep safe at home, at school and in the community.
- Understand the basic rules for keeping safe while cycling and swimming.
- Understand the risks associated with legal and illegal harmful substances, including: smoking, alcohol use and drug-taking.
- Understand the characteristics of friendships including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- Understand the characteristics of healthy family life include commitment to each other, including in times of difficulty, protection and care for children and other family members, spending time together and sharing each other's lives.
- Explain some of the elements which help us to have a diverse community.
- Be able to describe strategies to overcome barriers and promote diversity and inclusion.



Impact

Lessons have clear objectives and contain assessment opportunities, e.g. worksheets, responses to scenarios, hot-seating, photos as well as pre- and post- module reflections using baseline activities to support the formative assessment of each pupil. This also allows us to identify and address any misconceptions.

Effective progression of knowledge may be viewed in the pupil's individual and class folders, along with some online photographic and video evidence. The class target sheets clearly shows any gaps in their knowledge and skills which may need to be addressed at a later date. Pupils will have the vocabulary, using the appropriate language to explain and describe their experiences.

Using the 1decision resources ensures full coverage of the statutory elements for PSHE so when pupils leave The Ellis they are ready for the next stage of their learning.

