



PSHE ON A PAGE

WHAT WE TEACH AND WHY – (intent)

Our school values – The 6Rs – underpin everything we do at RA Butler Academy Schools.

Design, content and sequencing – The PSHE progression map and long-term subject curriculum plan detail the skill and knowledge content taught across the school. Throughout their time at RAB children are encouraged to embrace and follow the school values or 6Rs, they also learn that all children share the same rights under the UNCRC and as a UNICEF rights respecting school, we put the rights of the child at the centre of everything we do.

At RAB we have chosen to use the Cambridgeshire Personal Development Programme which is a comprehensive scheme which covers the strands:

- Myself and my relationships,
- Healthy and Safer Lifestyles,
- Citizenship and
- Economic Well-being.

The programme is sequenced in a framework ensuring all statutory requirements are met and ensures the provision of a spiral curriculum which includes all the key areas of learning. There are also enrichment units on topics such as Body image and Digital Lifestyles. We have developed a two-year rolling programme to ensure coverage. SRE units are taught annually by class teachers at the beginning of the summer term.

Although we take in our local context in the teaching of PSHE, we aim to prepare our children for life in a wider society which is ever changing.

Each unit is planned and shared with teaching and support staff who deliver the lessons either during PPA or in a subsequent lesson. A one page summary is shared with all class teachers to ensure they are aware of what their children are learning when they are not delivering the unit. It has clear skills progression which is mapped across the school.

At RAB there are opportunities for the children to put into practise the knowledge and skills they have acquired during their PSHE lessons. E.G. residentials, opportunities to Peer Mediate, participation in Anti Bullying Activities, taking action through charity events, forest schools and Y5/R buddies. During guided reading lessons, children answer PSHE style questions about their class novel.

Support – All children are taught a self-regulation programme called Zones of Regulation. This enables them to have the vocabulary and tools to deal with themselves and others in different emotional states. In some situations, the relationship education is personalised so that the key messages are taught in a way that is appropriate for individuals.

Integrating literacy fluency – Books are an integral part of PSHE.

HOW IT’S TAUGHT – (implementation)

Strategies are used routinely by teachers to enable the children to embed their learning into their long term memory. These strategies are based on a range of techniques connected to retrieval practice including the use in lessons of low stakes quizzing, interleaving and annotated visual representations of information.

We use active learning techniques which teachers employ in the classroom to complement learning and give all children the opportunity to become actively engaged and to articulate their understanding.

PSHE is a discussion based subject and we use circle times to engage all children and allow them to participate.

We aim to keep the learning pace of all children at the highest level and ensure there is no ‘glass ceiling’ for any learner. We have a school wide focus on developing the children’s knowledge and use of tier 2 and 3 vocabulary and this is supported in many of our PSHE units, particularly the SRE units.

Teachers are encouraged to use Zones of Regulation to be able to ‘Check-In’ during the day.

Positive relationships are modelled through the use of Class Charters and links to our 6Rs as well as children understanding their rights according to the UNCRC with reference to Articles.

Children learn through sharing of stories in books and the adults act as facilitators encouraging children to talk about their thoughts and experiences. Our staff are mindful that through discussions that are had within a lesson, follow-up work may be necessary to safeguard any individuals.

There are opportunities to gather Pupil Voice on a variety of subjects, including through school council, friendship group and assembly activities.

WHAT WE SEE AS A RESULT – (impact)

Progress and Outcomes - A child’s learning journey is evidenced in books and recorded outcomes saved/shared on ‘one drive’. Typically 90% of pupils achieve age-related expectations in PSHE every year. Approximately 25% of those children are achieving at a greater depth.

Responses to Key Questions in Books
PSHE is a discussion based subject that does not require written recording at the end of every lesson, though some lessons do have recorded outcomes. Children’s purple comments in KS2 show thoughtful and reflective comments against the learning objectives showing a strong sense of understanding.

Child Perception and Opinion
During recent monitoring all children said they enjoyed PSHE and were keen to discuss/ share learning.



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Subject Self Evaluation

Do we follow the National Curriculum? We follow the Cambridgeshire PSHE Scheme of learning. We have organised the suggested units into a 2 year rolling programme so that each phase complete the same learning at the same time. Across the 2 year period, the children will be exposed to all 14 units (SRE is taught per year group, annually). As the children progress through the school, the units are revisited and new knowledge and skills are added and applied. Careful consideration has been given to the order that the children encounter the units. Anti-bullying and peer mediation each have a unit but are also given a collapsed curriculum focus day on the year that they are not taught. The PSHE curriculum is also supported by a range of assemblies including Monday SLT assemblies and weekly RRSA assemblies.

PSHE is enriched by a number of roles, activities and events across the school. During these activities, children practise the skills they have learnt during PSHE lessons, showing the 6Rs and applying these skills to situations. For example, during assemblies, pupil voice, steering group, peer mediators, school council, buddies, friendship days, play leaders and ambassadors. Our school council organise a number of awareness days, including anti-bullying day and raising money for Children in Need. Our Rights Respecting Steering Group also organise a range of events, such as gifting the local care home project, the Christmas Shoebox Project and the Sustainable Development Goals. Children at RAB have the opportunity to take part in a variety of before and after-school clubs.

PSHE is also enriched by the school trips each year group encounters, where the children will also apply the 6Rs and the skills they have learnt in PSHE such as:

EYFS – Forest School throughout the year

Year 1 – Tour of Saffron Walden

Year 2 – Expedition Day

Year 3 – West Stowe – Anglo-Saxon Village

Year 4 – Burwell (feb), History off the Page Days

Year 5 – Expedition Day; ‘Moving People’ – Refugees IPC project and ‘Harvest of the World’ ; Residential trip to north Norfolk (Aylmerton), Houses of Parliament (to be confirmed)

Year 6 – Enterprise project (profit for charity), Residential trip

We work closely with other subjects, such as computing, to ensure E-safety is covered across all year groups. Although E-safety is not taught explicitly as a unit, it is embedded into all of the units (e.g. family friends and peer mediation). Staying safe is highlighted in the majority of the units taught.

PSHE has been planned for by SLT and the subject leader and the units have been condensed to fit a 6 week programme. The subject is usually taught during PPA time by experienced support staff and teachers.

Learning has been sequenced to ensure that the 4 strands are taught across each year group.

In PSHE 90% of children are ARE or GD on Target Tracker. GD children will be identified by teachers using the extender statements we have created.

The conceptual knowledge that the children should have learnt by the end of each phase is outlined in the PSHE progression document

The impact of the curriculum has been assessed during a pupil book study where the books were analysed and pupil voice conversations were had with the children as well as looking at data from Target Tracker.

A recent staff survey found that the majority of staff who teach PSHE feel confident managing behaviour, engaging children and allowing them to share their views and opinions, feel confident teaching all children (including those who are SEN or EAL). It has been noted from the survey that some staff feel less confident answering difficult questions so we plan to deliver some CPD to support colleagues in this area.

Our PSHE curriculum is geared towards contributing to the spiritual, moral, social and cultural development of children. Children are taught knowledge and skills that they can then apply to situations in school.

The areas for development and future plans for PSHE have been identified in the action plan 2023-2024