



OUR CORE AIM FOR PSHE

What do PSHE lessons look like at Swiss Gardens Primary School?

PSHE is timetabled and taught regularly every week in every classroom. The long term overview and medium term plan gives teachers a framework for planning each lesson, and the curriculum covers all the requirements of the Statutory Guidance for the teaching of Relationships and Sex Education (Children and Social Work Act 2017). As well as formally planned lessons, there are times when classes or year groups need added input or reflection time as a result of school, local or national issues. Teachers react to these events and plan in extra sessions where necessary.

In PSHE lessons, we would expect any observers to see:

Much of the learning in PSHE takes place through discussion, so we would expect observers to see all children engaged in conversations, asking and answering appropriate questions using subject specific vocabulary, and being able to confidently express their ideas and opinions. Discussions will be prompted by stories, video clips, photographs, scenarios, and searching questions.

Some lessons are delivered by outside agencies (e.g. The Great Project work with Year 5 on Healthy Relationships, NSPCC work across the school on keeping safe).

What does the children's work look like in PSHE?

Work in PSHE is presented and recorded in different ways, depending on what is age appropriate and whether sensitive content is being taught. Sometimes a discussion will lead to children making posters or information leaflets about what they have learned and these will then be used to display in the classroom and around the school. Some areas of PSHE have workbooks which the children complete as they work their way through a unit of work. If children have used role play to enact scenarios, photographs will be taken as a record of their work. At other times children will record video of their ideas or role play on the iPads.

How do the teachers plan for PSHE?

We have developed a Long term Overview which maps out what children will learn in each half term all the way through the school. A more detailed Medium Term Plan gives more detail and references the Programme of Study for PSHE Education (PSHE Association). Staff training and development in the teaching of Relationships and Sex Education is a priority, so that teachers are confident to plan and teach all areas of PSHE. The PSHE subject leader regularly updates teaching staff with new resources and organisations to ensure they are planning engaging, age appropriate lessons using high quality resources.

How does the school know whether children are making good progress and attaining high standards in PSHE?

The PSHE subject leader regularly monitors the teaching and learning of PSHE by looking at children's work, talking to children, observing lessons and carrying out learning walks to see where children's

PSHE work is shared and celebrated in the learning environment. Regular monitoring of planning is also undertaken to ensure the statutory guidance is being followed. Individual teachers use a range of formative assessment techniques to check children's knowledge and understanding.

What happens if a child is finding PSHE difficult?

As a school we understand that children with SEND are at higher risk in the core areas of health and wellbeing, relationships, and living in the wider world, and so we make sure that every child has equal access to the learning in PSHE lessons.

For children who find aspects of their learning more challenging, support is offered in various ways, from working one to one with an adult to presenting their work in different ways, for example voice or video recording ideas on an iPad. When difficulties and misconceptions are identified, the teacher will adapt the lesson to suit the particular needs of a child. This may be by further modelling, scaffolding or breaking down the learning into smaller steps.

What happens if a child is achieving very high standards in PSHE?

Much of the work in PSHE is led by discussion, and it is through these conversations that teachers are able to use deeper and more searching questions to challenge children who have the potential to excel in this subject. If a child has a particular interest in an area we have covered, they may be encouraged to speak in an assembly, or pursue their idea by having opportunities for further research.

How do opportunities for PSHE extend beyond each year group's lessons?

PSHE and Relationships education is a priority for the school and its remit goes far beyond the lessons in class. Assemblies, playtimes, lunch times and after school clubs all provide opportunities to reinforce the learning that takes place in lessons. We communicate with parents and carers so that they support the learning that is happening in school, for example with online safety or work around healthy relationships. Our children leave Swiss Gardens prepared for life in the wider world, and with the skills and knowledge to keep themselves safe.

Is there anything else parents can do to support the learning in PSHE?

Parents and carers are able to see what their child has been learning from the information on their Year Group area of the website. You can support your child by asking about their learning and showing that it is valued, and by answering any questions they may have. Some areas of PSHE are particularly sensitive to certain children so keeping in contact with parents is vital. We will always communicate with home in advance of teaching any aspect of relationships and sex education.

Who to contact

If you have any questions you would like to ask about PSHE, please do not hesitate to contact the following members of staff, or your child's class teacher or the curriculum lead:

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