

Portreath School Subject Statement 2024

Subject: PSHE

Leader: Sharon Wickett

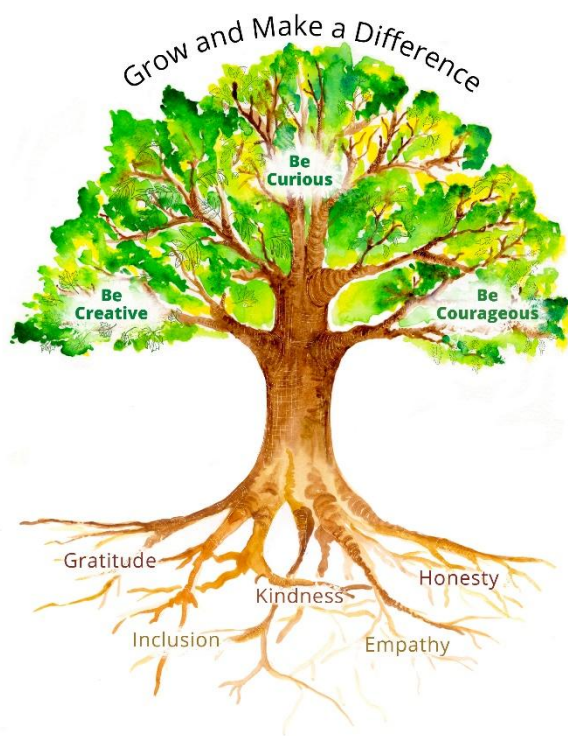
Quote that guides us:

"It is vital that when educating our children's brains, we do not neglect to educate their hearts." Dalai Lama
"Do not judge me by my successes, judge me by how many times I fell down and got back up" Nelson Mandela

Why is it important to teach PSHE?

The purpose of teaching PSHE is to enable children to become healthy, happy, independent and responsible members of society. It is important not just to help children develop academically but as people. School has a huge role to play in this. PSHE aims to help them understand and explore how they are developing personally and socially. It tackles many of the moral, social and cultural issues that are part of growing up.

At Portreath School we have devised a curriculum that matches the ambition of the National Curriculum and embodies the elements of our school motto: Be curious, creative and courageous to grow and make a difference. Much of our PSHE work links directly to the image of our tree.



Children are provided with opportunities to be **curious** throughout the PSHE curriculum. Children are encouraged to be curious about themselves and about other people. Curiosity leads to greater understanding. The books we use to support the curriculum fuels their curiosity. Within PSHE lessons children are encouraged to be **creative**, the idea of being creative to explore and express your emotions is a key element. PSHE lessons encourage the children to show **courage** and help them have a broader understand of the term, for example that it takes courage to stand up to bullies, courage to try new things and not give up when things are tricky. Concepts linked to courage such as resilience are explored.

PSHE lessons help children to understand and develop our 5 values: **honesty, gratitude, kindness, inclusion and empathy.**

Key Concepts:

- We need to respect ourselves and others
- We need to express our views confidently, listening to and respecting the views of others
- We are aware of different types of relationships
- We are aware of our feelings and emotions and know some techniques for dealing with them
- We can identify ways to cope with new challenges
- We develop a growth mindset
- We can make choices about how to develop a healthy lifestyle

From these key concepts we have created 7 **golden threads** that are the key concepts that weave throughout our PSHE curriculum. They are: **Relationships, Respect Ourselves and Others, Growth Mindset, Healthy Lifestyles, Challenges, Express and Listen to Views, Emotions**. These threads start in the EYFS and are a key focus in the early years. Children who are able to show self-awareness and resilience and build relationships by the end of the reception year are in strong position to achieve well throughout their school life. The golden threads link the learning in PSHE together across the school.

Culture of the Heart

To complement our PSHE curriculum we use the 'Culture of the Heart' programme. The Culture of the Heart helps develop children's emotional and relational language. It helps to develop healthy mental habits, encourages empathy and teaches emotional intelligence.

What we do well as a school:

As a school we pride ourselves on developing the 'whole child' not just focusing on academic development. Personal and social development were seen as strengths in our last Ofsted. Comments included:

"Portreath is a school which is very much at the heart of its community. Pupils have a strong sense of the contribution they can make, both locally and globally... (staff show a) commitment to encouraging pupils to be socially aware and to put their ideas into action."

"Pupils recognise that teachers are eager for them to be kind to each other and not to give up when things become difficult. These values underpin the work of the school and are celebrated each week with parents."

"Pupils display positive attitudes when they are in their lessons and during social time. Around the school, inspectors saw many examples of pupils working well together, supporting each other with learning."

"Pupils regularly think about issues that are important to their personal development and safety."

"Pupils read books that help them to consider issues beyond their immediate experience and can talk sensitively about these."

"Leaders consider it important to support pupils' emotional well-being."

We have designed the curriculum to help the children to be the kind of people who can be happy, fulfilled and successful. Personal, social and health development is a strength of the school because it is interwoven into all we do, as well as through our discrete PSHE curriculum. We live out our five values: **honesty, gratitude, kindness, inclusion and empathy** and have a whole school display celebrating these values. We want our children to be happy and healthy individuals who make a positive difference to others. We have a relationship policy which guides how we treat each other, and this influences how the children treat each other. We want our children to understand some of the basic principles behind how the brain works so our curriculum includes learning about emotions. It is guided by Trauma and Mental Health Informed School (TISUK) principles. We want to give everyone the skills and understanding to build happy, healthy and trusting relationships. We teach the children how important it is to have a healthy body and mind.

PSHE is regularly taught through well prepared and planned assemblies which focus on such topics as having a Growth Mindset, how to be resilient, emotional literacy, self-regulation, diversity and bullying. PSHE is also taught through whole class Circle Times and discussions and even through other means such as class novels and poetry. As a school we have display boards which celebrate hard work and effort. We have regular Mindfulness activities throughout the day, this includes things such as yoga, meditation and massage. The

school gets involved in a variety of fund-raising events throughout the year. The school also engages with national days such as Odd Sock Day and anti-bullying week.

The wellbeing and happiness of our children is a priority. The school is trauma informed and mental health aware. All staff have received TIS training and there are three trained TIS practitioners. When appropriate 1 to 1 sessions are provided by staff to children who are suffering from anxiety or other mental health issues. We have created a special calm space called 'The Glade' for these sessions. The school has a relationship policy which guides and articulates how everyone treats everyone else. Our behaviour policy compliments this policy.

Our children are also encouraged to develop their self-worth by contributing to school life and the wider community. This includes things such as the Neighbourhood Development Plan, Plastic Free School status (awarded by Surfers Against Sewage), #loveportreath and things such as Surf Life Saving Club. The school is also involved in community events such as the Remembrance Parade and service.

We also share information about PSHE topics with parents, for example things such as values discussed in assemblies are also added to the weekly newsletters. In the newsletter there is a message and 'thought for the week' from the head that promotes our ethos and values. We also consider carefully what we share on Facebook to promote our core values.

Curriculum Design

For PSHE we have created a grid that demonstrates how each of the points in the statutory guidance is covered. These include discrete lessons that are taught in each class. To ensure clear sequences of learning we use the Cornwall Council Brook progression documents to plan key lessons. These lessons link to and build on the previous units. Due to mixed year groups and children being in some classes for two years we are mindful of any lessons being repeated, therefore although objectives may well be repeated this is delivered in a different way and through different activities. We think it is important to revise and consolidate key themes and see it as a spiral curriculum.

During each topic we are able to refer back to previous learning and help them to retrieve this knowledge, briefly recapping on what we already know is a key feature of lessons. The PSHE units include:

- Families and People Who Care about Me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Internet Safety and Harm
- Being Safe
- Mental well-being
- Physical Fitness
- Healthy Eating
- Changing Adolescent Body
- Sex Education

There is some flexibility around the curriculum to reflect what is most relevant at that time. Each term we tick off objectives covered for PSHE to demonstrate coverage.

Resources

We have a range of resources including a variety of picture books and class readers that support our curriculum. We have invested in a variety of mindfulness resources to support our mindfulness work, such as Hoberman spheres, mindfulness prompt cards and singing bowls.

Training

All staff receive TIS training as part of the induction process and most of the staff have completed the introduction to TIS course. During the lockdown due to Covid-19 all staff undertook training linked to supporting children back to school. Three members of staff are fully trained TIS practitioners and have led staff meetings on TIS.

We have used staff meetings for training and discussions to explore the design and the sequence of learning for the PSHE sessions. We decided to use the County Cornwall Brook PSHE scheme of work and used some of their training. Some staff had Yoga Training. All the staff have had Culture of the Heart training.

What does monitoring tell us?

Discussion with children show that they are able to articulate what they have learnt and can talk about things such as how to keep safe, how to be a good friend, what to do if they are worried etc. SILC visits demonstrated that the children are able to talk about what they have learnt and about the ethos of the school. Our Ofsted report indicated that PSHE is a strength of the school (see earlier quotes). SILC Report comments include:

“Conduct within lessons and within less structured moments of the school day is of a very high standard. Pupils are respectful of staff and each other. They feel valued within the school and demonstrate a strong sense of belonging.”

Next Steps

- **Subject lead to conduct pupil conferences to gain a greater understanding of what we are doing well and what we need to develop further**
- **Conduct the annual pupil survey, analyse results and take relevant actions**
- **Ensure staff new to teaching our PSHE scheme of work are confident in doing so through work with the leader**