PSHE

Intent

At Mapperley Plains Primary School we recognise that PSHE underpins wellbeing and our entire curriculum. It supports with positive behaviour, mental health, wellbeing, resilience and achievement. This mirrors our mapperley mission of 'be kind, be curious, be my best'. We also use the zones of regulation to support children to know how they are feeling and how to co or self-regulate. PSHE supports children to be in the right space to learn.

We offer a PSHE curriculum which equips our children with the values of Safety, Caring, Achievement, Resilience and Friendship. These are all incorporated through the discrete teaching of PSHE using the scarf scheme. Assemblies are also linked to scarf and the whole school follow the same unit each half term, ensuring progression and a whole school focus. These themes are: Me and my relationships, valuing difference, keeping safe, rights and respect, being my best and growing and changing.

- **Initiative -** We encourage our children to develop their independence, empowering them to act and be responsible for their own learning about which they can clearly state and explain their opinions.
- **Inclusivity -** We pride ourselves on being an inclusive school that cares for every individual child. In doing so, we promote and deliver a range of strategies to ensure that we value everyone. We want the children to recognise and celebrate diversity existing in our world, instilling pride in individuality.
- **Resilience -** We relentlessly focus on developing children who are resilient, who can adapt to and recover from tough or challenging situations. We encourage the children to try their best in all that they do.
- **Possibilities -** We encourage the children to build aspirations, identify talents and know possibilities for their future lives.

We ensure the curriculum is **Relevant and Memorable.** The unique needs of our children, along with our culture, climate and events shape our curriculum. When planning lessons, we consider the following: 'Because our children...we…'

Our aim is to ensure that a child leaving Mapperley Plains will:

- Be able to explain their feelings and know how to co or self-regulate
- Know what makes them special and unique
- How to cooperate and work as part of a group
- Know what a healthy relationship looks and feels like
- Recognise and celebrate difference, including religions and cultures
- Know about the influence and pressure of social media and how to stay safe online
- How to look after their mental health

PSHE

- Provoke thought, questions and to encourage children to discover answers to their own questions.

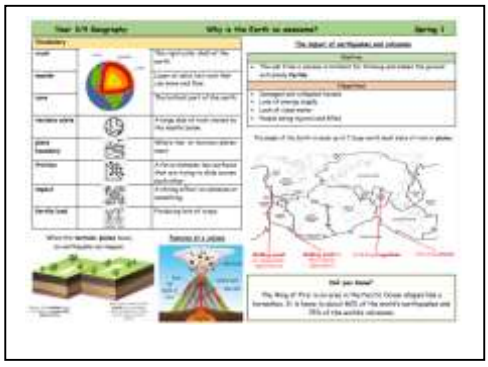
Implementation

As a school, we follow our Progression Map for PSHE, devised from the Early Years Framework and National Curriculum Guidelines. This ensures all aspects, knowledge and skills of PSHE are taught across all year groups.



We ensure our children leave us not only with the skills needed for the next part of their journey, but with a rich body of knowledge and the skills required to be safe, be caring, to achieve, to be resilient and to make healthy friendships and relationships.

We offer a PSHE curriculum which equips our children with the values of Safety, Caring, Achievement, Resilience and Friendship. These are all incorporated through the discrete teaching of PSHE using the scarf scheme. Assemblies are also linked to scarf and the whole school follow the same unit each half term, ensuring progression and a whole school focus. These themes are: Me and my relationships, valuing difference, keeping safe, rights and respect, being my best and growing and changing.



As part of each topic, a Knowledge Organiser which includes essential sticky knowledge, is shared with both children and families. The Knowledge Organiser is used frequently in lessons to support with the transference of knowledge from the working memory into the long term memory. Key knowledge is re-visited as part of regular retrieval opportunities throughout the theme and across the year.

Developing the use of the correct vocabulary in PSHE is crucial and so key vocab is identified and listed for each unit of learning. This is then used to assess knowledge and enables pupils to express and communicate their understanding and knowledge clearly and effectively.

For KS1 and KS2 we do a pre and post assessment for each unit we cover per half term. For EYFS we ensure that at least 2 PSHE sessions represented each half term.

PSHE

Each Subject Leader is given dedicated non-contact time to use the triangulation model of monitoring to quality assure teaching and learning. Subject Leaders monitor the subject across the school through a range of monitoring activities which might include: planning analysis, learning walks, book scrutiny, discussions with pupils, resource audits etc. Subject feedback is shared with teachers and school leaders.



Impact

Through the high quality teaching of PSHE, we will see:

- An environment where children are kind, curious and striving to be their best
- Children who know how they are feeling, what they need and how to co or self-regulate
- Engaging lessons that will develop quality discussion and debate
- Children who are able to cooperate and work together as a team and as individuals
- Children who can make links to prior learning and connections to other areas of the curriculum.
- A school environment that is PSHE rich through use of displays, resources, vocabulary etc.
- Assessments and monitoring that show high standards in PSHE.

PSHE and SEND

For children with SEND, adaptations may be made in Geography which are based on the child's individual needs. We ensure that children with SEND are appropriately challenged in Geography by:

- Using teaching methods which match the needs of children.
- Chunking content into smaller steps and ensuring the curriculum is designed to reduce excessive or unhelpful demands on working memory.
- Ensuring adaptations are based on individual needs and aim to retain ambition for children with SEND.
- Understanding that, for children with more complex SEND needs, it may be appropriate to have different curriculum expectations.