

PHSE

Curriculum Intent

At Holly Park, we intend to offer our pupils new and exciting experiences through activities that are designed to build resilience, confidence and self-esteem. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow and make progress as individuals from whatever their starting points may be. The curriculum promotes all forms of equality and fosters greater understanding of and respect for people of all faiths and those of no faith, races, genders, ages, disability and sexual orientations, It keeps pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism. It contributes to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development. It provides both skills-based as well as knowledge-based learning and ensures continuity and progression within the school and between each phase of education. Our curriculum is supported by enrichment days, weeks and extra-curricular activities. We want to make learning fun, practical and exciting to ensure that it is embedded in the long-term memory. The curriculum values prior knowledge and moves on from this point to extend learning. Our curriculum is based upon 4 main principles:

Creativity:

- Is inclusive, exciting and engaging.
- Stimulates creative thinking and problem solving.
- Discovers, nurtures and celebrates children's talents.

Ambition:

- Teaches the essential skills of English and Mathematics across the curriculum.
- Is broad and balanced.
- Teaches resilience and the ability to persevere.
- Is well sequenced, progressive and memorable.
- Prepares children for the next stage of their education.

Curiosity:

- Reflects our diverse community.
- Develops effective communication skills
- Fosters enthusiasm and a love of learning.

PHSE Intent

At Holly Park School, PSHE enables our children to become healthy, independent and responsible members of society.

It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.

We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.



Subject Strategy

<p>Health:</p> <ul style="list-style-type: none"> • Supports British Values and our school values. • Encourages a mentally and physically healthy lifestyle. • Nurtures and supports social and emotional development. 	
<p>PHSE Implementation</p>	<p>PHSE Impact</p>
<p>The PHSE course is taught in a dedicated PSHE lesson once a week for 45-60 minutes.</p> <p>Teachers also do Talk Time once a week for approximately 20 minutes.</p> <p>PSHE is delivered predominantly by the Class Teacher, but there are times when learning is complemented by external visiting speakers (e.g. First Aid workshops run by specialists).</p> <p>Active and interactive engagement is most effective in PSHE. A variety of teaching and learning styles are used including picture books, videos, visual aids and models, games, role-play, workshops and visits by external organisations.</p> <p>EYFS</p> <ul style="list-style-type: none"> • Use puppets for PSHE and Talk Time • Use pictures to support teaching of PSHE • Use the Early Years Framework and Development Matters <p>KS1</p> <ul style="list-style-type: none"> • Use the HEP Framework and Christopher Winter Project (RSE) • Use active learning techniques specified in HEP Framework • Use PSHE books to support PSHE lessons and Talk Time • Use short films and pictures to support PSHE lessons and Talk Time <p>KS2</p> <ul style="list-style-type: none"> • Use the HEP Framework and Christopher Winter Project (RSE) • Use active learning techniques specified in HEP Framework • Use PSHE books to support PSHE lessons and Talk Time • Use short films and pictures to support PSHE lessons and Talk Time 	<p>We want our children to leave Holly Park with the behaviours that they need to succeed in the world. They will be confident and successful lifelong learners.</p> <p>We want to help our pupils to:</p> <ul style="list-style-type: none"> Develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills Acquire understanding, knowledge and key skills relevant to school, adult life and employment in a fast-changing world Be able to use language and number effectively Develop personal moral values, respect for religious values and tolerance of other races, religions and ways of life Understand the world in which they live and the inter-dependence of individuals, groups and nations Appreciate human achievements and aspirations – a sense of ‘awe and wonder’ Know and remember more <p>For the best impact we intend that we have:</p> <ul style="list-style-type: none"> A clearly defined, high quality curriculum Effective delivery The curriculum being taught and learned as intended <p>Essential skills and attributes developed in PSHE at Holly Park School:</p> <p><i>Personal Effectiveness</i></p> <ul style="list-style-type: none"> • Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) • Identifying unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping) • Resilience (including self-motivation, perseverance and adaptability) • Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)

Active Learning Techniques used in PSHE Lessons:

- Roleplay and drama
- Circe Time
- Stories
- Continuums
- Debates and discussions
- Posters and drawing
- Writing
- Games
- Mindmaps

- Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
- Self-organisation (including time management)
- Strategies for identifying and accessing appropriate help and support
- Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
- Recalling and applying knowledge creatively and in new situations
- Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Interpersonal and social effectiveness

- Empathy and compassion (including impact on decision-making and behaviour)
- Respect for others' right to their own beliefs, values and opinions
- Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
- Skills for employability, including
- Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
- Leadership skills
- Presentation skills
- Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
- Recognising, evaluating and utilising strategies for managing influence
- Valuing and respecting diversity
- Using these skills and attributes to build and maintain healthy relationships of all kinds



Subject Strategy

Managing risk and decision-making

- Identification, assessment (including prediction) and management of positive and negative risk to self and others
- Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
- Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
- Assessing the validity and reliability of information
- Identify links between values and beliefs, decisions and actions
- Making decisions

PHSE PEDAGOGY

Prior Learning

- Gauge children's starting points
- Adapt the lesson to allow for the children's starting points
- Connect the lesson to prior and future learning
- Re-visit ground rules for the group if needed

Learning Objectives

- Clear learning objective for the lesson
- Activities are matched to the learning objective

Talk

- Children are encouraged to voice their opinions
- Teachers use open questions to encourage reflection, debate, empathy etc.

Active Learning Techniques

- Active learning is when children are active participants in the process of learning (not merely passive learners listening to teacher talk).
- Examples of active learning techniques include drama and roleplay, game-based learning, debates, drawing, mind maps, etc.



Subject Strategy

High Quality Resources

- High quality resources are used such as PSHE books (fiction and non-fiction), PSHE short films, PSHE pictures etc.

SEND

- The lesson and resources are adapted to meet the needs of ALL the children, including SEND pupils.

Equality and Diversity

- Teaching reflects British Law and distinguishes between opinions and facts

Positive Approach

- Lessons related to dangers, risks and negative behaviours are best taught through a positive approach. This means acknowledging that when we are faced with various risks and negative events, we can learn to make informed decisions and responses based on knowledge, attitudes, skills and strategies to recognise and manage these situations as effectively as possible.

Assessment

- Assessment for learning is an integral part of the lesson
- Opportunities for children to reflect on the learning and what it means in their lives