

**LEARNING  
WITHOUT LIMITS**



**Successful learners  
Confident individuals  
Responsible Citizens**

**Ladybrook Primary School**

**PSHE**

**Personal, Social, Health and  
Economic Education**





# Our school intention for PSHE

## Ambitious Curriculum

*'In a world where  
you can be  
anything, be  
kind.'*  
Anon



## Our children will...

- Develop the essential values, understanding, skills and knowledge to become successful learners and confident individuals
- Become active, informed and responsible citizens and effective contributors to our community and wider world
- Develop good relationships and respect the differences between people by listening and caring for each other
- Know about how their bodies change during puberty; learn about health and mental wellbeing and safer lifestyles.





# How have we constructed and renewed the curriculum for PSHE?

- **Brief summary of the story so far:** Use of 1Decision as our PSHE scheme since 2019 followed by the purchase of No Outsiders books. This academic year the school long-term plan was evaluated and updated and now shows where protected characteristics are taught.
- **Subject leader training:** Stockport LA network meetings. PSHE lead has also completed the Senior Mental Health Lead training via Thrive.
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- **Staff training:** Protected characteristics updates.
- **Use of outside expertise:** Tanya Cross (Stockport Advisor) delivered online safety training for staff and parents.



# What policy decisions have we made about PSHE?

- **We teach PSHE in a variety of ways-** as a discrete subject, through circle times, via assemblies and through cross curricular links with other subjects.
- **Teaching and learning engages in a variety of ways-** through a well-planned curriculum which allows us to be proactive in our approach but also allows some time to react to the goings-on at our school. We set aside time in our curriculum, through regular lessons, assemblies and circle times to react to what is happening in real-time.
- **Vocabulary is a priority within our curriculum design** – each 1 Decision module contains a word bank including definitions and examples in context.
- **Investment in high quality resourcing throughout** – we have invested in 1Decision as our PSHE scheme, including access to the transition quiz; we have bought the No Outsiders books to use in school; and we have access to Rising Star’s Wellbeing and Attitudes to Learning survey.



# Our starting point...

Our starting point in Nursery and Reception is to get to know the children as individuals as they begin their journey at Ladybrook. Following the EYFS Principles, we get to know each child as their unique self, we build positive relationships and provide an enabling environment. This in turn leads to their learning and development.





# How do we ensure our PSHE Programme is relevant and is meeting the needs of all pupils?

We use 1 Decision as our PSHE scheme. It is mapped to the PSHE Association's Programme of Study. In addition to this we use assemblies, circle times and nurture groups to lead a preventative and reactive PSHE curriculum.



By using pupil voice we encourage children to have ownership over their own feelings and are responsive to what they say in the safe and supportive environment that we create.

We make efforts to embrace diversity, particularly through the books that we use in an effort to ensure everyone feels represented.





# How do we promote equality and pupils' understanding of the protected characteristics?

We are inclusive of difference, including other cultures, ethnicity, disability, faith, age, sexual orientation and gender identity.

At Ladybrook we actively promote the nine protected characteristics in our curriculum and work to embed them into our ethos.

During this academic year we have plotted coverage specifically across the PSHE curriculum but the wider curriculum too, to ensure that coverage is spread across all year groups.




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|---|--|--|--|---|--|--|--|---|
| Marriage and Civil Partnership<br> | Gender Reassignment<br> | Age<br> | Disability<br> | Race<br> | Pregnancy and Maternity<br> | Religion and Belief<br> | Sex<br> | Sexual Orientation<br> |
|---|--|--|--|---|--|--|--|---|



# How do we assess PSHE?

We recognise that assessment is central to effective teaching and learning in PSHE.

Each of our PSHE units begin with a baseline assessment of what children already know and/or remember from previous units within the same modules. For example- within the age 8-11 section of 1Decision, Relationships, Puberty and Conception all fall within the Growing and Changing module and are taught in year groups 4 to 6.

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|---|---|--|--|
| <b>Relationships</b><br>Growing and<br>changing | <b>Appropriate touch</b><br>Explore the difficult subject of how relationships can be unhealthy or uncomfortable.<br>Year 4<br><br><i>Marriage and civil partnership are mentioned briefly but I suppose this isn't a main theme here.</i> | <b>Puberty</b><br>Explore a short animation video that looks at the different changes boys and girls go through during puberty.<br>Year 5<br> | <b>Conception</b><br>Explore a short animation video that looks at how a baby is conceived and the various stages of pregnancy.<br>Year 6<br> |
|   |   |  |  |

Learning objectives and outcomes for each unit are shared with the children.

Children are given opportunities, and encouraged, to continually reflect upon their learning in terms of knowledge, skills and values.

Children and staff work together to reflect children's learning in PSHE through evidence in our floor books.



# How do we assess PSHE?

This academic year we have also trialled 1 Decision's Transition Quiz with our children in Year 6 to assess 12 areas of personal development. This tool allowed us to identify gaps in our PSHE curriculum and tailor our teaching to best suit them rather than taking a general approach.

Our SENDCO organises a Wellbeing and Attitudes to Learning survey at the beginning and end of each academic year, focussing on four key areas- positivity, self-efficacy, motivation, resilience and persistence. Areas of strength and concern are highlighted and follow up strategies are used either in small nurture groups or within class teaching.

As PSHE lead, with the help of our School Council, I conduct an annual school safety survey via Google Forms and through the use of a school grounds map, to assess how safe children feel in school. Each year, results are acted on accordingly.



# How do we consult/work with parents carers to build trust and rapport?

We recognise the importance of communicating our PSHE curriculum with our parents and carers.

Our PSHE curriculum map is available to view on the school webpage and details of what is being covered each term is communicated via class newsletters.

We write to parents and carers of children in years 5 and 6 specifically outlining coverage of Relationships and Sex Education.












# How does pupil voice inform the planning of PSHE?

We use pupil voice to encourage children to have ownership over their own feelings and we are responsive to what they say in a safe and supportive environment.

We make efforts to embrace diversity, particularly through the books that we use, in an effort to ensure everyone feels represented.



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