



# Glebe Guide to PSHE

V. 08/07/22

Cultural Capital	Enrichment	What we use to support our curriculum delivery?	
<p>PSHE equips our pupils to make <b>well informed, safe and healthy choices and in their lives</b>, meaning they will thrive as <b>individuals, family members, members of society and as global citizens</b>. Pupils learn to <b>manage</b> many of the most critical opportunities, challenges and responsibilities they will face growing up.</p> <p>Pupils are taught to develop the language and oracy skills needed to <b>express</b> how they are <b>feeling</b>, to communicate their <b>needs and opinions</b> and to recognise a <b>positive sense of identity</b>.</p> <p>Our curriculum also helps them <b>to recognise any barriers</b> to their wellbeing that may prevent them from leading a happy and successful life and gives them language and understanding they need to <b>overcome such issues</b>.</p>	<p>50 dojos rewards and larger whole class milestones</p> <p>Weekly Wellbeing assembly focus</p> <p>Health and nutrition enrichment with food taster sessions</p> <p>School / Class Council meetings and representation including school election campaign</p> <p>Speakers / visitors such as NSPSS, Police Service, Careers, Charities etc.</p> <p>Bike ability to develop road safety</p> <p>Annual education visits across all year groups including places of worship, conservation areas, STEM focus, Museums, Arts / Theatre</p> <p>Regular focus on "5 Ways to Wellbeing"</p> <p>National calendar events such as Anti Bullying Week, Safer Internet day, Black History Month, etc.</p> <p>School holiday enrichment activities through close work with HUBB Foundation</p> <p>PVFC Mentoring for vulnerable students to develop self-esteem and growth mind-set</p> <p>UKS2 Game Of Actual Life and Prevent Radicalisation enrichment sessions</p>	<p>SCARF Coram PSHE scheme supplemented by many wider learning opportunities and enrichment e.g. assemblies, visitors, focus projects, the school council, etc</p>	
Intent - The Why (including the Glebe-ified bits)	Implementation – The How ( <i>*including how/when we assess</i> )		Impact – The So What
<p>SCARF Coram scheme teaches a spiral curriculum allowing students to deepen and broaden their understanding and skills through progressive learning across all 8 year groups.</p> <p>Concepts around bodily awareness are introduced earlier to match our students' needs - a number of our upper KS2 students begin to experience bodily changes and best practice indicates that it should be covered before onset.</p> <p>Our PSHE provision at Glebe equips our children (many of whom are from disadvantaged backgrounds, and who live in a deprived area) with the knowledge and experience to propel them further in their education, careers and social development.</p> <p>The importance of PSHE is reflected in our regularity of focus with specific dedicated</p>	<p><b>Daily</b></p> <p>Ongoing continuous implementation of positive behaviour policy including Golden Time</p> <p>Continuous implementation of Class Dojo rewards points to encourage and reward application of PSHE into day to day lives</p> <p>Goal setting and self-assessment through Learning Challenges and the Success Criteria of every lesson</p>	<p>Children can articulate the benefits of making simple healthy lifestyle choices.</p> <p>Pupil behaviour is of a high standard around school evidencing the wider application in all areas and subjects.</p> <p>Children do not shy away from challenge and are constantly presented with next steps for further improvement.</p> <p>PSHE has a high level of priority in teaching and learning - it is a weekly requirement</p> <p>High self-esteem with pupils being rewarded for behaviours and not just academic achievement though dojo points system</p> <p>Students able to articulate sense of safety and wellbeing in pupil interviews</p>	
	<p><b>Weekly</b></p> <p>Weekly dedicated PSHE planned lesson / cross curricular lesson as part of the ILP / Foundation Subject timetable using SCARF Coram scheme</p> <p>Policy to NOT deliver SCARF PSHE lessons on a Friday in case a safeguarding disclosure is made</p> <p>In lesson assessment and feedback to children during the lesson following school's feedback policy</p> <p>Whole school assemblies, recorded using central record to show PSHE / SMSC /FBV content</p> <p>Half termly class council / school councils</p> <p>Weekly review of dojo points / 50 points rewards to celebrate good behaviour choices</p> <p>Weekly Wellbeing Focus Assembly every week using Staffordshire Safe+Sound video materials</p>		
	<p><b>Half termly/Termly</b></p>		

<p>teaching and learning every week. It is policy that this is not on a Friday afternoon - to allow for action in the case of a safeguarding disclosure being made</p> <p>Safeguarding themes are included within all half termly units of the SCARF Coram curriculum, with the whole school focusing on the units: “ME &amp; MY RELATIONSHIPS” in Term 1A and “KEEPING MYSELF SAFE” in term 2A. This ensures children are developing skills and knowledge to keep themselves safe with high frequency, and secures embedded learning.</p> <p>We also promote our PSHE through an overarching ‘<b>Safe &amp; Sound</b>’ theme that strives to create a learning environment which promotes self-awareness and equips all of our pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions and thus succeed in their future lives. This is achieved through wider projects and practices such as our weekly ‘Safe &amp; Sound’ assembly, School Council projects to raise awareness, theme days and weeks with safety focuses.</p> <p>Many of our students are from family backgrounds where unemployment is ‘the norm.’ Glebe Academy is proud to hold the Primary Careers Award, ensuring that our students are engaged and motivated by the prospect of careers and leave the school in Y6 with the ambition to build a future for themselves in the world of work.</p>	<p>Medium Term Plan of PSHE for each year group identifying a weekly focus and knowledge / skills outcomes</p> <p>Start and end of unit assessment activities for the SCARF units being taught.</p> <p>Class teacher formative and summative assessment using DCPRo online tracking tools against key skills for PSHE</p> <p>Subject leader data analysis and monitoring of lessons/ children’s work / pupil interviews etc.</p>	<p>Children enter school in EYFS with low levels of PSED but rapid progress is made ensuring children achieve expected levels in assessments through KS1 and KS2.</p> <p>Students approach sensitive content with confidence and maturity, and they feel aspects that they experience for themselves become normalised and approached without shame e.g. puberty, mental health openness etc.</p>
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