



Rationale

“PSHE education provides an opportunity to provide or enhance skills ... perseverance, conflict resolution, emotional intelligence, self-management, self-respect, teamwork, locus of control, time and stress management.” PSHE Education: A Review of Impact and Effective Practice, DfE, 2015.

Mount Street Academy is committed to providing a high-quality educational experience for all pupils. Our Personal, Social, Health and Economic (PSHE) curriculum determines and underpins the whole ethos of our school and is embedded through our Dream Team Values. It is important that every child has access to a PSHE curriculum to be able to be healthy, safe and manage their academic, personal and social lives in a positive way. Relationships and Health Education (RHE) was made statutory in all primary schools from September 2020, and this therefore stresses the importance of children knowing and understanding ways in which they can make positive relationships; enjoy learning about themselves and others; how they can be healthy and safe and also start to understand the importance of economics. We ensure that children are able to do this through the deliverance of our PSHE curriculum, which encompasses all Relationships and Health Education aspects. Children need to be able to self-regulate and manage their emotions in order to be successful within their academic lives, and the deliverance of PSHE will enable children to be able to do so.

Progression

In line with our curriculum design across MSA, our PSHE curriculum is diligently sequenced to ensure knowledge gained is cumulative. This aids progression as well as frequently allowing children to draw on previously acquired knowledge through retrieval strategies. Learning is sequenced so that established ideas can be linked to new learning, supporting children in developing their abilities through understanding the coherent and connected nature of the subject.

By the end of Year Two, a Mount Street child will ...

Understand how they can be healthy both physically and mentally and why this is important.

Celebrate similarities and differences with their peers.

Understand the diversities of families and communities.

Understand what is right and wrong.



Understand how their body changes.

Talk about our DREAM team values and how they can show: Determination, Responsibility, Empathy, Aspiration and how they can Make a Difference

Set attainable dreams or goals that they can work towards.

Make positive relationships.

Intent

At Mount Street Academy, our PSHE curriculum gives children the knowledge that will enable them to make informed decisions about their health, well-being, self-efficacy and relationships. We know that PSHE supports many of the principles of safeguarding and how it links closely to our Safeguarding, SMSC and British Values Policies. All are aware of the important role the PSHE curriculum has in supporting school to implement the nine protected characteristics of The Equality Act 2010. We have designed a PSHE curriculum which develops learning, and results in the acquisition of knowledge and skills, enabling children to access the wider curriculum, work collaboratively with others and make a positive contribution to the life of the school. PSHE at MSA equips our children with an age-appropriate, sound understanding of risk, with the knowledge and skills necessary to make safe and informed decisions and to recognise the importance of their own mental health and well-being. This incorporates an age-appropriate understanding of RHE, as set out in statutory guidance, enabling all children to be safe and to understand and develop healthy relationships both now and in their future lives. This prepares our children to be global citizens in a diverse society and prepares them for the opportunities, responsibilities and experiences for later life and ensures they have acquired the key subject disciplines of listening to others, taking turns to speak, using kind and positive words and respecting each other's privacy.

PSHE circle time sessions and lessons support our children in starting their journey towards successfully becoming healthy, independent and responsible members of wider society, initially applying this developing knowledge beyond their closest circle (family) within the safety and security of the school community. This allows our children to acquire the skills they need throughout their life and to prepare them for modern Britain.

At MSA, PSHE starts in Nursery and Reception as the Prime Area: Personal, Social and Emotional Development (PSED), split into three goals: Self-Regulation, Managing Self and Building Relationships. Our PSED curriculum allows children to know and understand how to get on with others and make friends, to understand and talk about feelings, to learn about 'right' and 'wrong', develop independence and to feel good about themselves. We know that children's early PSED development has a huge impact on their later well-being, learning achievement and economic success, therefore our curriculum is designed to ensure our children have every opportunity to start to gain these skills at a young age. It is integral that children acquire these skills at a young age in order for them to self-regulate and to help them as they grow older. Through following the Jigsaw PSHE scheme, this will allow children to develop their resilience but also to know when to ask for help and where they can access it.

PSHE falls under the umbrella of Spiritual, Moral, Social and Cultural development (SMSC) but also underpins all activities, assemblies, educational visits and extra-curricular activities. Through our PSHE circle time lessons, it is our intention that children will start their journey successfully to becoming healthy, independent and responsible members of society. We want children to acquire the skills they need throughout their life and to prepare them for modern Britain.

From Reception to Year 2, the Jigsaw topics are as follows:

- Being Me in My World
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

The Jigsaw scheme falls in line with the current statutory guidance for Health and Relationships Education. The topics are the same throughout the years and this allows learning to be coherent and sequenced and ensures that knowledge and skills are acquired cumulatively. The guidance states that within Relationships Education children must learn about: families and people who care for me, caring friendships, respectful relationships, online relationships and being safe. The guidance that within Health Education children must learn about: mental well-being, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body. Mount Street Academy is an infant school and therefore it is not appropriate for children to learn about some of the aspects of Health Education. Therefore, our intention is that children will acquire the skills that they need, and then this will be developed this as they move onto Junior School life. Furthermore, whilst there is no explicit teaching of Economics within the Jigsaw programme, children at Mount Street Academy learn about money during Maths lessons and this prepares them for further Economics as they progress through their school

journey. All children will be given equal opportunities to learn these life skills. PSHE is accessible for all and teachers will adapt where necessary, considering the individual needs of the children in the class. Children will be able to recognise how they are feeling and will be able to know how to deal with situations or where to draw support from if they need it. Mount Street Academy recognises the diversity of families and communities and our PSHE curriculum provides children the opportunity to explore the context of different families,

Subject disciplines/key concepts/skills

- Listening to others
- Taking turns to speak
- Using kind and positive words
- Respecting each other's privacy
- Having the right to pass
- Only using people's names when giving someone a compliment

Implementation

At Mount Street Academy we implement our approach through high quality teaching that provides equal opportunities for all children. The Jigsaw scheme of learning is used from Reception to Year 2 with the Jigsaw topics remaining the same for all year groups allowing the skills and knowledge taught in Reception to be embedded but also for them to act in a cumulative manner, building upon this in Year 1 and again in Year 2, supporting the children to know more and remember more. Teachers deliver the Jigsaw scheme through PSHE lessons which is usually in the form of a circle time session. This allows for clear verbal feedback from teachers and for teachers to be able to check children's understanding. Skills and knowledge that is taught within the PSHE lesson allows children to use this in their wider life and apply this to their own experiences. The Jigsaw scheme allows the children to develop their knowledge and advance what they have learned throughout their school life. The topics titles are similar year on year which demonstrates the importance of developing their knowledge for these areas once the children mature as well as supporting transition as the topic names become increasingly familiar. We also use opportunities such as links with the local community, fundraising/make a difference opportunities, visitors and national and international events to provide enrichment opportunities to contextualise PSHE learning. PSHE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

Children in EYFS (Nursery and Reception) are taught the foundation skills they need to develop personally, socially and emotionally. PSED in EYFS is split into three goals: Self-Regulation, Managing Self and Building Relationships:

- Self-Regulation is where children are able to show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

In Nursery planned and sequenced knowledge and skills are outlined in our EYFS curriculum and taught through adult led circle time (gather) sessions. Each circle time session provides opportunity for children to check their understanding of previous learning and they are then able to build upon this with new learning as guided

by the adult; any misconceptions are identified and addressed through verbal feedback from teachers. This is further embedded through daily routines and continuous provision (adult and child led) play-based learning, so PSED doesn't happen in isolation and our children are provided with opportunities to apply and further explore personal and emotional skills in action within the EYFS environment. Continuous provision enables children to revisit the discussions had in circle time sessions as well as in different contexts such as stories, games and songs. Adult interactions within the setting ensure that adults continuously role model all of the knowledge, skills and behaviours. Staff reinforce positive behaviours and interactions they observe, praising and highlighting those children who are modelling positive behaviours, as well as coming alongside children who need extra help in acquiring and applying the knowledge and skills of PSED, in action.

Children in Reception are taught the foundation skills they need to develop personally, socially and emotionally. This is through whole class circle time sessions and this also happens on a day-to-day basis through continuous provision in both the indoor and outdoor classrooms. Daily routines, indoor and outdoor provision where personal and emotional skills are reinforced create opportunities for further discussion and application of personal, social and emotional knowledge and skills. Continuous provision also allows children to revisit discussions had in circle time sessions through different contexts such as stories, games and songs and in their own interactions with their peers and the adults. Each circle time session enables children to check and revisit their understanding of previous learning and they are then able to build upon this; any misconceptions are identified and addressed through verbal feedback from teachers.

In Year 1 and 2 children have allocated time for PSHE each week, and just as in Reception, it is delivered through circle time lessons. In addition to these weekly allocated PSHE sessions, in Year 1 children are able to access a form of continuous and enhanced provision both indoors and outdoors, predominantly in the Autumn term (and to a lesser extent in the Spring and Summer terms) which allows them to continue to develop their personal, emotional and social skills with peers in their provision learning. In Year 1 and Year 2 all curriculum lessons always comprise of 'my turn/I do', 'our turn/we do' and a 'your turn/you do' planned activities, all three sections of lessons allow children to apply PSHE skills and this application is also supported through contexts such as daily routines, songs, stories or games.

Although we follow our clear PSHE Jigsaw scheme, it is also an expectation that teachers may come away from the week's planned circle time and/or add in an extra circle time and adapt where necessary so that they are able to respond to children's individual needs as they arise.

Assemblies also include reference to the skills and knowledge taught in PSHE and there are regular opportunities throughout the academic year which enable PSHE to play a vital and high-profile role e.g. Anti-Bullying Week, Odd Socks Day, Positive Noticing Day, Safer Internet Day, Children's Mental Health Week, etc. There are also many cross-curricular links within PSHE, particularly with Computing, and some of the PSHE curriculum is delivered/revisited through other lessons. Through Computing, we teach the children how to be safe online and why it is important that we do so.

We ensure that we give many opportunities to revisit PSHE learning and are able to apply their PSHE knowledge and skills so they can be successful. Children build upon the personal, social and emotional skills they develop in Nursery and Reception, throughout their school life at Mount Street Academy until they leave us in Year 2.

Personal Social and Emotional Development (PSED) is a Prime Area within the EYFS and as such we recognise the high importance it holds in teaching children fundamental life skills. Therefore, at the end of Reception, if children have not acquired age related PSED skills (Early Learning Goals) then (as with all areas of learning) transition conversations with Year 1 teachers ensure that all know what the children's next step targets are so these can be addressed and acquired as quickly as possible. This is done as a whole class approach as well as where adults put provision in place so children can have every opportunity to acquire these skills, so that every child's individual needs are met. Where children continue to struggle with their PSED, the systems and structures within school for pastoral support and nurture provision can be accessed to allow the child to have further bespoke support beyond the classroom.

As well as within designated PSHE lessons, PSHE and SMSC and British Values are also explored beyond the classroom through:

- The common shared and understood language we use in school when we talk about learning, behaviour, attitudes and achievements e.g. our school DREAM Team values, teams and team points and the DREAM Bear, DREAM Team passports stamps, DREAM Team Assembly, Reading Rewards and Headteacher awards and the praise language used in the classroom and around school; praising children for their efforts and shaping the way they view and talk about themselves and others.

- PSHE, including SMSC and BV, as an integral part threaded through the whole school curriculum, and is often taught within other subjects e.g.

Science

Children learn about different body parts and the correct terminology for this. They also learn about what constitutes healthy eating and how they can keep the body healthy. Children learn about life cycles of animals, and this then links to the developing and changing body.

PE

Physical education is often highlighted and delivered through PSHE. We cover a variety of healthy lifestyle sessions in our 'healthy me' unit of work. This enables children to explore different aspects of what being healthy means in a more specific framework. Children also learn how to work together as a team and how to develop these skills.

Computing

Children learn about the importance of online safety, who they can turn to if they do not feel safe on the internet and keeping personal information private. This links to a key part of the Computing curriculum.

Economics (Maths)

We explore Economics in simple terms through our Maths curriculum. Children learn about the currency that we use in England and what this currency looks like. Children also learn about the importance of money.

- Visitors to school such as emergency services, the school nurse, dentists/dental nurses etc complement our PSHE curriculum to offer additional learning.
- Encouraging our children to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all our pupils to look for opportunities to show the school values of Determination, Responsibility, Empathy, Aspiration and Making Difference.
- Assemblies are linked to PSHE, British Values and SMSC and cover any additional sessions that would benefit the whole school.
- Local links and Cultural Capital:
 - To develop our teamwork skills, our sense of celebration of successes and health and well-being, we partake in Sports Day every year. We work alongside our local area and use the local University to facilitate this.
 - To develop our mental health, listening skills and self-discipline, we provide children with the opportunity to engage in a martial arts workshop with a local company.
 - To develop our understanding of people who help us, we have visits from the local fire service and Police service so that children can learn about their role and responsibilities.
- Spiritual, Moral, Social and Cultural development: PSHE is a thread that comes from Spiritual, Moral, Social and Cultural (SMSC) development:

Spiritual

Children develop spiritually through our PSHE curriculum, where children engage in weekly circle time sessions. During these sessions, children are able to be reflective on their experiences and gain a sense of enjoyment in learning about themselves. Our intention is that the PSHE curriculum will give children the knowledge that will enable them to make informed decisions about their health, well-being and self-efficacy.

Moral

Through PSHE, children develop their moral skills. They learn about what is right and wrong and also that their actions have consequences, whether they be positive or negative. The children learn about their rights and responsibilities as being a member of the class, school and community. Children also develop their understanding of making choices and that they have the right to make a choice.

Social

Children learn about working co-operatively and working as a team. The circle time sessions alone help children to develop their social skills as children are encouraged to listen to one another, take turns to speak, to respect what others say, but also to understand that they have the right to pass if they wish.

Children also learn about relationships, families, qualities of a good friend, understanding bullying and conflict and all of the types of feelings that fall alongside these.

Cultural

Through PSHE, children learn about different communities and how people may look different if they come from a different place, however this does not mean that we think of them differently. We celebrate special relationships and learn that these may be different in various cultures. We also accept that some cultures may have different views and we are respectful of this.

British Values:

British values are interwoven in the heart of the school and explicit links are made through our PSHE lessons each week. The 5 British values contribute to children's spiritual, moral, social and culture. The British values provision aims to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further develop tolerance and harmony between our country's different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

These tables below demonstrate explicit links how each British Value is connected to our PSHE themes at Mount Street.

	PSED: Self-Regulation, Managing Self & Building Relationship					
Nursery & Reception	Helping others Feelings Gentle Hands Everyone's right to learn Mutual Respect Rule of Law	Accept that everyone is different Tolerance	Facing challenges Having a positive attitude Mutual Respect Democracy	Making a healthy choice Healthy friendships Tolerance Individual Liberty	Making friends Solving friendship issues Mutual Respect Tolerance	Understand that everyone is unique and special, Respecting changes Individual Liberty

Jigsaw:

PSHE Themes:	Being Me in My world	Celebrating differences	Dreams and goals	Healthy Me	Relationships	Changing me
Reception	Being at school Gentle hands Our rights and responsibilities Rule of Law Mutual Respect Democracy	Understanding differences Looking at different families Making friends Standing up for yourself Tolerance Mutual respect Individual liberty	Challenge Perseverance Setting goals Overcoming obstacles Individual liberty	Exercise Healthy/unhealthy food Keeping clean Stranger danger Individual Liberty Rule of Law	Family Making friends Being kind Managing feelings Mutual Respect Individual Liberty	Understanding my body Transition Individual Liberty
Year 1	Understanding rights & responsibilities for being a member of our class. Rule of Law Democracy	Bullying Similarities and differences Tolerance Individual Liberty	Perseverance Overcoming obstacles Individual Liberty	Being clean and healthy Medicine safety Road safety Individual Liberty	Families Showing respect in how we treat others Mutual Respect	Identifying body parts Respecting my body Mutual Respect Individual Liberty
Year 2	Hopes and fears My rights & responsibilities Rule of Law Democracy	Stereotypes Bullying Friendship Tolerance Individual Liberty	Working co-operatively Identifying success and achievements Individual Liberty Mutual Respect	Healthy eating Strong and weak feelings Medicine safety Individual Liberty	Secrets Friends and conflict Keeping safe Mutual Respect	Growing from young to old Physical differences between boys and girls Assertiveness Mutual Respect Individual Liberty

Impact

We expect that by the time children leave us in Year Two, our curriculum will have enabled our children to become healthy, independent and responsible members of society. They will understand how they are developing personally and socially, and they will have had opportunity to consider and reflect upon many of the moral, social and cultural issues that are part of growing up. As well as being able to consistently show our school values of Determination, Responsibility, Empathy, Aspiration and Making A Difference, they will demonstrate the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty. Our curriculum will have ensured our children have learned 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 proactive and positive role in contributing to school life and the wider community. Our children will be well equipped for the next stage of their journey in preparing them for life and work in modern Britain.

Assessment:

In EYFS, children are assessed regularly against the Prime Area of PSED and these observations are uploaded onto Tapestry. These assessments may be a photo or video demonstrating how the child is demonstrating their personal, social and emotional skills next steps. Teachers can use these assessments to inform their future planning; they can assess the child's next steps and use this to inform the continuous provision or circle time sessions.

In KS1, teachers assess children through verbal feedback. Circle time sessions allow teachers to have conversations with children which will then demonstrate their understanding and their gaining of skills and knowledge. Furthermore, the activities which then take place following the circle time session inform the teacher of the children's understanding. Teachers are then able to use this to inform future planning and adapt where necessary. It is important to note that the assessment of PSHE will mostly be done from observations of children and the way that they conduct themselves. A teacher can plan and adapt PSHE lessons to meet the needs of the children in their class, which is integral to the child, as we know that a child cannot fulfil their full abilities if they are not socially and emotionally ready. We will ensure that every child at Mount Street Academy will be fully prepared for their educational life and into adulthood.

The PSHE subject leader has a clear role and overall responsibility for the progress of all children in science throughout school. Regular tapestry/topic folder looks, learning walks, planning scrutiny and child voice interviews provide the overall picture of PSHE across school and supports the monitoring and evaluation of the intent and implementation outlined above, allowing for exploration and challenge. The key focus for this is to seek:

<u>PUPIL VOICE</u>	<u>EVIDENCE IN KNOWLEDGE</u>	<u>EVIDENCE IN SKILLS</u>	<u>BREADTH AND DEPTH</u>
Through discussion and feedback, children talk enthusiastically about their PSHE lessons and speak about how they love learning. They can articulate the context in which PSHE is being taught and relate this to real life purposes.	Pupils know how and why PSHE is used and is evident in the outside world and in the workplace.	Pupils use acquired vocabulary in PSHE lessons. They have the skills to use acquired knowledge and skills independently, they can show the DREAM Team Values, demonstrate resilience, show interest in other people both known and unknown, regulate their feelings and behaviour	Teachers plan a range of opportunities to use PSHE inside and outside school.