

Scampton Church of England Primary School

POLICY FOR THE TEACHING AND LEARNING OF PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) INCLUDING SEX AND RELATIONSHIPS EDUCATION (SRE)

Introduction

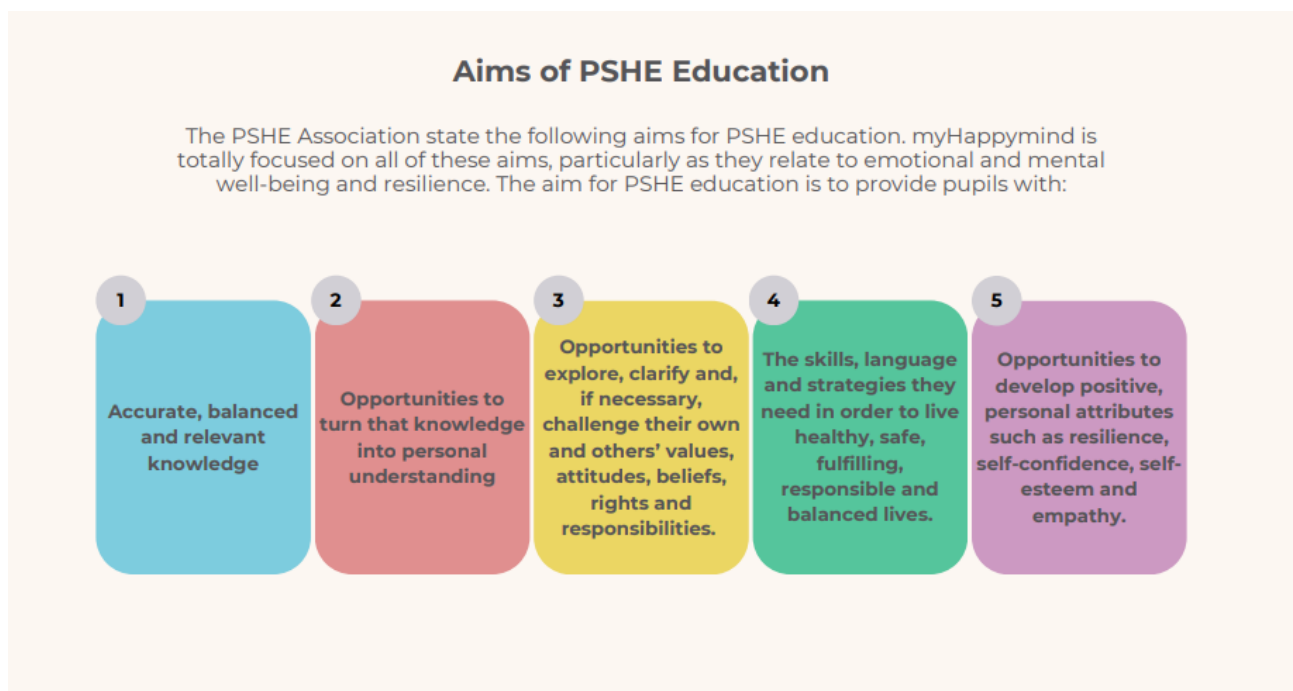
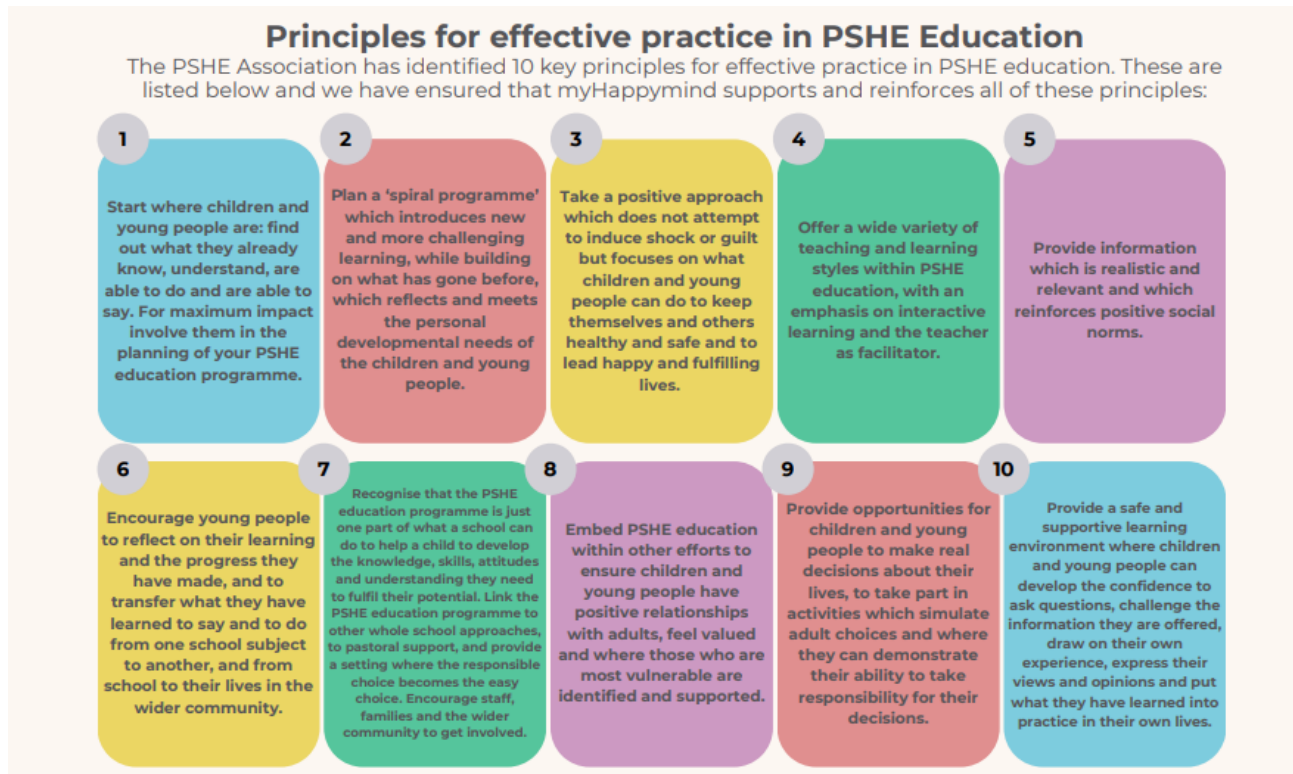
- PSHE and SRE teaching and learning at Scampton CE Primary School is intended to be a proactive means to support the health, wellbeing, relationships and care for our world. PSHE should have its roots in the core values of Scampton School, its Curriculum Drivers and comply with the requirements of the Sex and Relationships Legislation (2020).
- Whilst weekly lessons will be taught in school at the start of each week, the role of collective worship, the interaction between each other every day and the role models we are to each other should be intrinsic to this area of pupil development.
- To provide structure and ensure coverage of this important area of our curriculum, Scampton CE Primary School has adopted My Happy Mind and developed a two year cycle shown in our curriculum map, with year group expectations shown in our Knowledge and Skills Progressions.
- The curriculum is built around five key modules, designed to teach our children about mental health, resilience, and emotional regulation and fulfil the statutory RSE requirements.

Intent (How we have planned our PSHE/SRE Curriculum)

- Our PSHE and SRE Curriculum draws largely on the My Happy Mind and My Happy Mind+ Schemes of Work to which the school subscribes. We have however made a number of decisions in ordering the units taught (shown in the curriculum map), the principles of which are listed below.
- Because our school has usually been made up of three classes, our PSHE/SRE curriculum has been made to be flexible in order to accommodate a number of different permutations of mixed age classes. Our three classes in our curriculum map are defined as Phase 1, Phase 2 and Phase 3. Each phase may be made up of up to three year groups.
- Our Curriculum Map shows the order at which PSHE units are taught. Year group expectations are detailed in the Progression of Knowledge and Skills Document.
- Units of work are split into the 5 units, the Relationship Education Module and the three My Happy Mind + units, which are Body, Relationships and World.
- At Foundation Stage, this also includes 'Places'.
- The PSHE curriculum is taught annually but on a two year cycle as regards the units taught by teachers. These are taught at the same time as all other classes. This means that staff can support one another in that area and the progression of learning is clear throughout the school to aid monitoring and strengthen links between year groups.
- PSHE is taught as a discrete subject however where opportunities arise to link learning to other subjects/projects, this should be celebrated and encouraged. The language taught on a Monday permeates into our teaching of other subjects and how we communicate.

- For each year group there are also suggestions for raising aspirations and developing cultural capital in order to support children in engaging in experiences and thinking about their futures.

Intent:



Implementation (How we teach our PSHE/SRE Curriculum)

When teaching PSHE/SRE, teachers should take into account the following principles:

- Learning should be fun so that it is memorable to pupils. Delivery and experiences should be exciting and of a high standard. Children should be encouraged to use the teaching throughout everyday for their benefit and for others.
- Strands of the PSHE/SRE curriculum will be taught at the same time throughout the whole school to aid monitoring and support between classes this will always be on a Monday or Tuesday.
- Every class is teaching the same My Happy Mind unit across the school.
- The unit will be mentioned across the week and staff will be able to communicate with all year groups around the content.
- Each celebration Assembly (Friday mornings) My Happy Mind will be discussed through either a song, video or chat time question.
- PSHE/SRE should be allocated time equivalent to a weekly lesson.
- Lessons should be knowledge and vocabulary rich.
- Constant reference to the school's statement of uniqueness, values and curriculum drivers should be made.

Weekly Sessions: The program is designed for short, engaging sessions of about 20 minutes per week, which fits well into our timetable. It's essential we do this on a Monday or Tuesday to allow the language and concepts to be integrated throughout the week.

Whole-School Approach: Every class, from Foundation Stage to Year 6, will learn the same principles, tailored to their developmental stage. This ensures a common language and culture around well-being and emotional literacy across the school.

Creating Safe Spaces: As part of our trauma-informed approach, we'll establish calming areas in each classroom, where children can practice self-regulation techniques when they feel overwhelmed. This will support them in developing independence in managing their emotions.

Involving Parents: We'll encourage parents to use the Parent App to reinforce what we're teaching at home. This ensures consistency and creates a holistic approach to well-being.

Staff Reflection: As role models, it's important that we practice the same self-regulation and resilience strategies. Reflecting on our emotional management in the classroom will help foster a positive learning environment and set an example for the children.

- Each term and new unit will be preceded by a whole school assembly launching the unit. Each class will implement a 'Happy Breathing' timeslot outside of the PHSE lesson at least twice a week and this will be consistent and regular.

- The Relationship Unit will be taught alongside the five My Happy Mind Units each year.
- Parental engagement is both encouraged and fostered through newsletters, conversations with parents, the parent app, discussion at parents evening and others.

Impact (How we know that children are learning and making progress)

Evidence of progress by pupils can be measured through observations through the school, feedback from pupils (questionnaires, interviews etc.), reference to the school's bullying and incident logs.

At Scampton CE Primary School, pupils are actively encouraged to take ownership of their school through roles and responsibilities as well as opportunities such as being on the School Council, Early Years Prefects and leading their own clubs and assemblies. Evidence may be drawn from the successes in these roles.

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.

My Happy Mind underpins their personal development are the important attachments that shape their social world. It enables Strong, warm and supportive relationships with adults that enable children to learn how to understand their own feelings and those of others. Children will be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities to persist and wait for what they want, and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. My Happy Mind also considers the importance of storytelling and play during this phase and many of the resources are introduced in this way as a result.

The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

My Happy Mind impact enables all children who may have faced challenges such as anxiety, stress, or trauma, including adverse childhood experiences (ACEs). Regardless of their background, all of our pupils will benefit from learning strategies to manage emotions and build resilience.

My Happy Mind aligns beautifully with our ethos of creating a nurturing, supportive environment where each child is seen and valued.

As Proverbs 22:6 reminds us: *"Start children off on the way they should go, and even when they are old, they will not turn from it."* The impact of My Happy Mind is that we continue helping our children develop emotional resilience and well-being that will last a lifetime.