

PSHE at Grasvenor Avenue Infant School



PSHE

Pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts...These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. *Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019*

During Foundation Stage

Personal Social Emotional Development

Managing feelings and behaviour: Children will talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They will work as part of a group or class, and understand and follow the rules. They learn to adjust their behaviour to different situations, and take changes of routine in their stride.

Self-confidence and self-awareness: Children are supported to become confident to try new activities, and say why they like some activities more than others. They will say when they do or don't need help.

Making relationships: Children learn to show sensitivity to others' needs and feelings, and to form positive relationships with adults and other children.

Understanding the World

People and Communities: Children will develop an understanding that other children don't always enjoy the same things as them, and are sensitive to this. They learn about similarities and differences between themselves and others, and among families, communities and tradition.

Physical Development

Health and self-care: Children learn the importance for good health of physical exercise, and of a healthy diet, and they will talk about ways to keep healthy and safe.

During Key Stage 1

Pupils will begin to learn about what a relationship is, what friendship is, what family means and who the people are who can support them.

Children will learn how to keep well and begin to understand about their own mental health. They will talk about and learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Pupils will begin to learn how to be safe online and how to be safe citizens. There will be a focus on the early concepts of understanding money.

<p>Planning</p> <ul style="list-style-type: none"> • The school's curriculum map shows the units to be covered each term • Use the school's medium term plan for each unit of work • Ensure plans are annotated and adapted to meet the needs of the class 	<p>Teaching</p> <ul style="list-style-type: none"> • Flexible groupings are used during lessons e.g. ability and mixed ability groups, paired work, guided and independent work and whole class work. • Opportunities to develop speaking and listening should be exploited through PSHE lessons. • A range of resources should be used to enhance learning including, pictures, watching videos and reading information texts. • Relevant vocabulary must be explicitly taught, evident in the classroom and used in discussion and reasoning. • Children should receive a PSHE lesson every week and have a class PSHE floor book and an individual PSHE journal to record work.
<p>Marking and feedback</p> <p>Work should be marked according to the school marking policy by using</p> <ul style="list-style-type: none"> • Peer and self-assessment • Oral feedback • Written feedback (response in PSHE journals) 	<p>Resourcing and display</p> <p>Working wall:</p> <ul style="list-style-type: none"> • Display should be up to date and relevant to class themes, displaying key vocabulary and concepts that are being taught in PSHE (where appropriate). <p>Resources:</p> <ul style="list-style-type: none"> • Resources are stored in a central location for teaching staff to use. • Teachers are encouraged to add any new resources and display materials that they have created
<p>Assessment</p> <p>Formative:</p> <ul style="list-style-type: none"> • AFL should be used within each lesson to establish next steps for pupils. • Discussion should take place regularly to ensure content is being learnt and applied <p>EYFS:</p> <ul style="list-style-type: none"> • Teachers and key workers make observations regarding the pupils' development in this subject. 	<p>Monitoring</p> <p>Monitoring will be undertaken by subject leader and SLT during the school year. This will include</p> <ul style="list-style-type: none"> • Learning walks during PSHE and RSE lessons • Discussions with pupils about what they have learnt