



Crooks barn PSCHE Progression Map



PSCHE and RSE

Acronyms

KS1/KS2 - Key Stage 1/Key Stage 2

EYFS - Early Years Foundation Stage

PSED - Personal, Social, Emotional Development

PSCHE - Personal, Social, Citizenship, Health, Economics

PE - Physical Education

RSE - Relationships and Sex Education

SMSC - Spiritual, Moral, Social and Cultural Development

SMHL - Senior Mental Health Lead

MHTA - Mental Health Teaching Assistant

SHEU - Stockton Health Education Unit

RRS - Ready, Respectful, Safe

Related Documents

PSCHE Curriculum

Crooksbarrow Mental Health Offer

PSCHE Policy

Staff Wellbeing Policy

Social, Emotional and Mental Health Policy

Relationships and Sex Education Policy

PSCHE and RSE

Intent

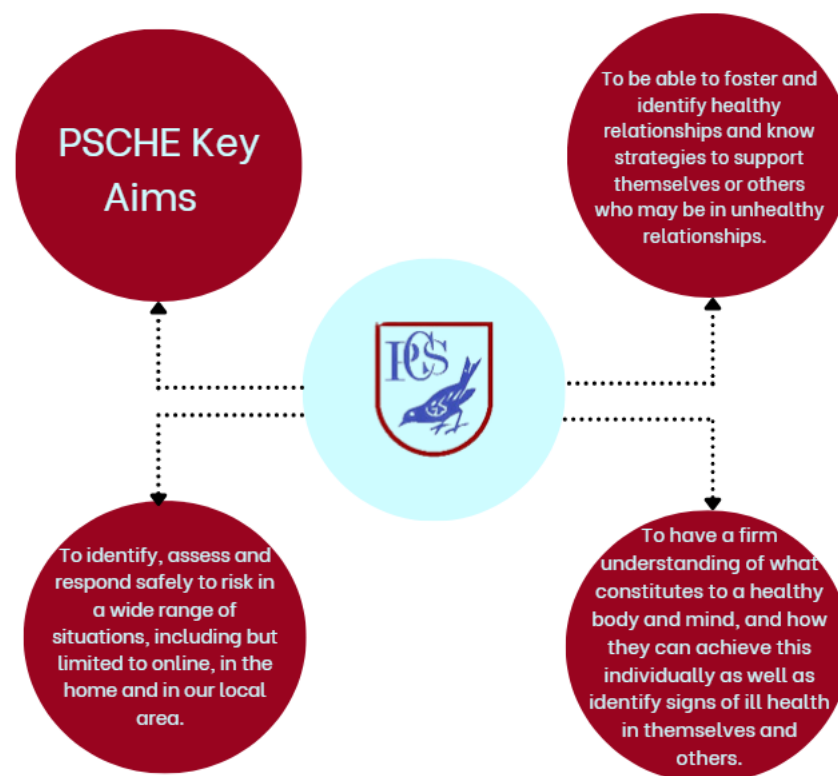
At Crooksbarrow, we aim to support and encourage our pupils to be happy, healthy, and safe, equipping them for life in wider society. We tailor our provision to the needs of our pupils. As our ethos states, 'We are a family – the Crooksbarrow family – where everyone, child or adult, feels safe, welcome and that they belong.'

How do we achieve this?

At Crooksbarrow, to suit the needs of our pupils as they grow and develop, each cohort will explore a range of topics linked to our key aims. Some of these are reoccurring, such as road safety, online safety, mental health and wellbeing and respectful relationships. Other topics are delivered when age appropriate, such as puberty. A copy of our overview can be found on our website.

Timetabling

In Key Stage 1 (KS1) and Key Stage 2 (KS2), PSCHE has a 45-minute weekly slot timetabled. This is alongside a weekly 20-minute wellbeing slot, where the school uses the WELBY scheme. Here, pupils explore Wellbeing, Emotional literacy, Learn about the brain, Bond with themselves and 'You' (learning about themselves). In addition to this, there are a wide range of cross curricular links, such as online safety and keeping healthy, as well as enrichment activities and celebrations, such as Children's Mental Health Week and Anti-Bullying Week.



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Strong Foundations

Within Early Years, children learn how to settle into the expected routines of their new setting before learning about how to interact with others. Through PSED, they find out about how to stay safe and healthy in the world around them and how to care for themselves. Crooksbar Primary School has a huge emphasis on mental health, and pupils are taught about their emotions and how to identify emotions and regulate from the start of their journey with us. Towards the end of the EYFS, they begin to prepare for moving into Year 1 in line with the school's Ready, Respectful, Safe expectations.

The following areas link to our EYFS PSCHE curriculum objectives:

- Understanding the World
- Personal, Social and Emotional Development
- Communication and Language

Vocabulary Development

Vocabulary linked to our curriculum is clearly set out on our curriculum document. This vocabulary ensure pupils are able to speak confidently and accurately about what they are learning, and links in other areas such as the British Values. In addition to this, mental health and wellbeing related vocabulary supports pupils in developing their emotional literacy.

Reading in PSCHE

Our reading progression document outlines a wide range of literature linked to objectives in each year group. A variety of fiction and non-fiction books are used to both support curriculum delivery and promote reading for pleasure around the topics covered.

RSE Statutory Guidance

Our PSCHE curriculum is designed to incorporate all of the statutory guidance from the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education document from 2021. Our curriculum objectives incorporate the following areas:

Relationships Educations

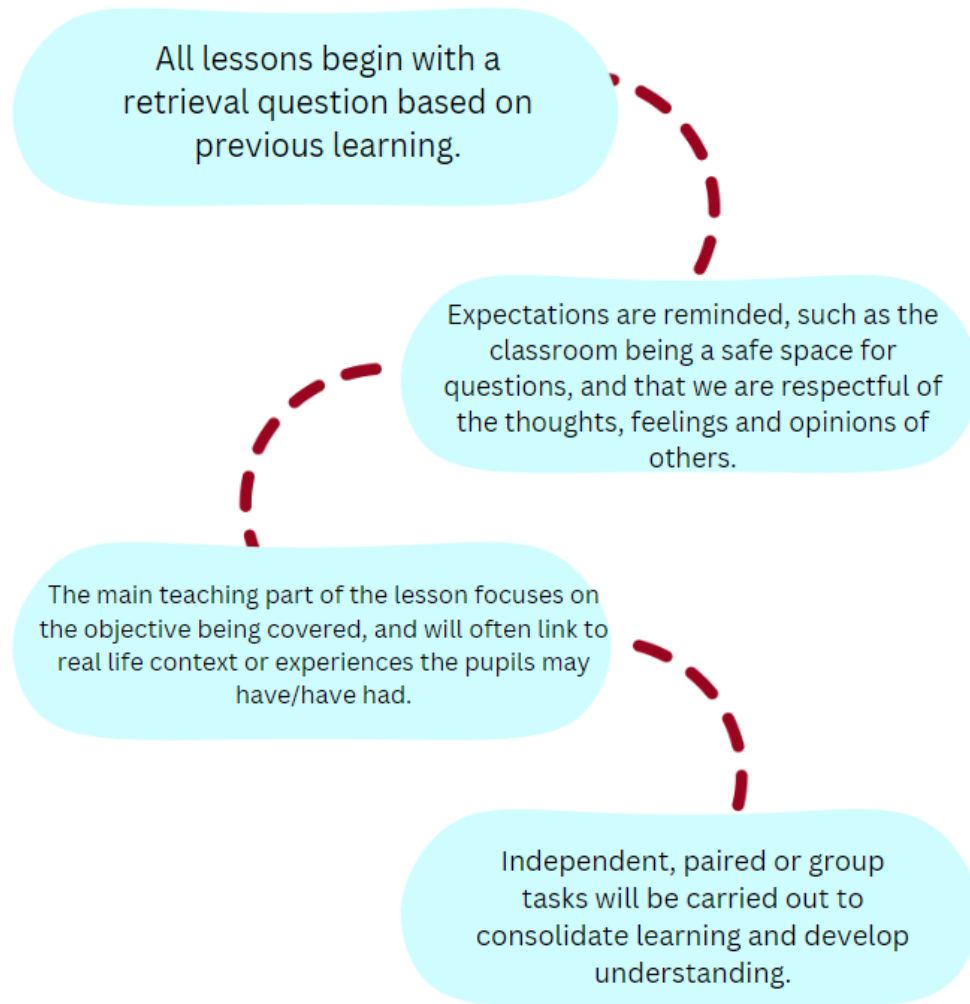
- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Physical Health and Mental Wellbeing

- Mental Wellbeing
- Internet safety and harms
- physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

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Lesson Structure



Our Key Strands

Our curriculum has been organised into 7 key strands, 6 of which are directly linked to our 3 key aims.

Understanding how to foster and identifying healthy relationships and know strategies to support themselves or others who may be in unhealthy relationships splits into **Respectful Relationships** and **Families, Communities and The World Around Us**.

Having a firm understanding what constitutes to a health body and mind, and how they can achieve this individually as well as identify signs of ill health in themselves and others splits into **Physical Wellbeing** and **Mental Wellbeing**.

And finally, to identify, assess and respond safely to risk in a range of situations, including but not limited to online, in the home and in our local area splits in to **Staying Safe** and **Online Wellbeing**. Our final strand, **Money and Careers**, are life skills.

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A Progressive Curriculum

Our curriculum has been designed using the PSHE Association's Program of Study. It has then been tailored to the needs of our pupils and covers objectives linked to the school's geographic location. Due to this, topics such as road and rail safety are taught progressively each year. We also use the results from the Stockton SHEU survey, as well as information gathered in half termly meetings with the Health and Relationships Manager for Stockton Council, to inform our planning and delivery.

There are always occasions where teachers may feel it necessary to teach PSHE as a result of an issue arisen in their own class, school or within the local community/world. PSHE is integral to the development of children's values in order for them to become positive citizens in a forever changing world.

In addition to this, our wellbeing sessions are structured to meet the needs of each individual cohort. Through the use of 'letter to teacher' (KS1, LKS2) and the three houses model (UKS2), worries and concerns can be identified and the wellbeing sessions in Autumn 1 focus on supporting pupils through the transition. Pupils will then move on to the WELBY scheme, looking at a different theme each half term.

Recording Work

Work in PSHE is recorded in a variety of ways to capture the nature of the sessions and to reflect the age of the pupils.

In EYFS and KS1, individual, paired and group work may be evidenced in the class floor book. In KS2, pupils have their own PSHE book in which work can be found. Pupils will receive verbal and written feedback to develop their understanding and prompt deeper thought where appropriate.

Assessment

PSCHE and RSE are assessed through different measures. Pupils are given feedback on each piece of work they complete following the schools Presentation, Objective, Effort model. They are also **formatively assessed** during lessons through questioning and discussion. Pupils also complete a recap quiz at the end of each term which is formatively assessed.

Summative assessment takes the form of a Role on the Wall. In KS1, the whole class will complete a role on the wall, first in pen at the start of the topic to record existing knowledge, and a coloured pen at the end to show progression. In KS2, a role on the wall is completed by each child.

PSCHE and RSE

Wider Curriculum

PSCHE is promoted outside of timetabled lesson time through a range of learning opportunities. We have two weekly assemblies that link to PSCHE. One of which explored current events happening in the world and explores protected characteristics. The second looks at significant dates and/or celebrations. These are colour coded to tie in with the British Values, which are discussed at the end of each assembly, and SMSC. Each British Value and element of SMSC are covered at least once every half term.

In addition to this, the school part-take in a wide range of awareness events, such as Children's Mental Health Week, HelloYellow (Young Minds), Antibullying Week, Careers Week and Parliament Week.

We also promote health living by ensuring that pupils have healthy snacks at breaktime, have ample opportunities to be active throughout the day and serving healthy dinners with a fully stocked salad bar.

British Values

At Crooksbar, we work hard to promote the British Values. These are incorporated into our weekly assemblies and explicit links are made throughout our PSCHE curriculum. These can be seen highlighted in our curriculum below. In places where opinions and behaviours challenge the British Values, staff work with pupils to respectfully address these.

Exposure to a Range of Careers

Over the course of their schooling, our pupils will explore a range of careers and develop the skills they require to be successful in later life. In UKS2, pupils will spend a full half-term exploring a range of objectives linked to different occupations and routes they can take to achieve their ambitions. **The world is full of endless opportunities, and it is up to each individual child to carve their own path in it.**

We also host an annual careers fest, where a range of guests are invited in to talk about their career to spark curiosity and inspire ambition. Pupils can then choose a workshop based on the career they are most interested in, and complete activities related to this.

Cultural Capital

Preparing pupils for future success will always be a priority at Crooksbar. From teaching about self-regulation, self-expression and developing interpersonal skills to explicitly educating about future career opportunities and the British Values, our wide range of learning opportunities surrounding cultural capital ensure all of our pupils are ready and excited for the next stage in their lives.

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Local Need

At Crooksbarrow, we have used Public Health Data for Stockton on Tees and our own data from the Stockton Schools and Health Education Unit questionnaire to ensure our curriculum is meeting the current and future needs of our pupils. Our SMHL engages in half-termly meeting with the Health and Relationships Manager for Stockton-on-Tees to ensure our school is updated on local data, current events and learning opportunities.

Alongside this, we also use the geographical location of our school to determine other priorities. These include the school and homes of pupils being near a railway line, and understanding pupils spend time outside of school at Tinkers Yard or playing near roads. Due to these, rail and road safety are taught each year, and responding to peer pressure during social situations is a reoccurring objective in KS2.

Ambition for all

We want all pupils to develop their confidence, resilience and self-esteem. We want to support them in understanding how to keep their body and mind healthy, knowing how to communicate their feelings and where they can get support if needed. It is important to us that our pupils know how to keep themselves safe, and how to respond to risk in a wide range of situations. It is essential that our pupils have a firm understanding of respectful relationships, and be able to identify when a relationship is unhealthy and how they can remove themselves or seek support regarding it.

The barriers and needs of all pupils are carefully considered, whether they are SEND or SEMH, and staff work with pupils to ensure they are able to keep themselves healthy, have positive relationships and respond to risk safely.

SMSC

SMSC is met through our PSCHE curriculum, weekly assemblies and beyond. The **spiritual development** of pupils is shown through their ability to be reflective, respectful, imaginative and creative. Their **moral development** is recognised through their ability to know what is wrong and right and apply this understanding in their lives, to understand consequences of behaviours and actions and interest in investigating and offering reasoned views about moral and ethical issues. Their **social development** can be seen by a use of a range of social skills in different contexts, willingness to participate in a variety of communities and social settings and the acceptance and engagement with the British Values, developing skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. Their **cultural development** will be evidenced through their understanding and appreciation for other cultures, both in school and further afield. It will also show by their ability to recognise and celebrate similarities and differences across cultures, their understanding of the British democratic system and their willingness to participate in artistic, musical, sporting and cultural opportunities.

PSCHE and RSE

Safeguarding

Through our progressive **PSCHE and RSE curriculum**, we look at a wide range of ways to further safeguard our pupils. Our pupils are taught about healthy and unhealthy relationships, both online and in-person, from KS1; and taught how to respond safely in different situations. Pupils are encouraged at the end of each year to write a letter to their future teacher to inform them of any worries, and pupils in UKS2 complete the three houses activity, again giving them the opportunity to express any worries or concerns.

Our school part-take in the **Schools and Students Health Education Unit's biennial questionnaire** in Year 6 that gives them to opportunity to anonymously express their experiences, positive and negative, to a range of health and safety related questions. This data is then analysed and compared to local data by the school, and fed into staff CPD and the school's curriculum, as well as our holistic approach to education.

Our PSCH and MHL attends a **meeting each half term with the Health and Relationship manager for Stockton on Tees**, along with other local primary schools, to be updated on **the latest trends and data, as well as CPD, educational and support opportunities** in Stockton. This also feeds into the content we deliver, as noted on our curriculum *'There are always occasions where teachers may feel it necessary to teach PSCH as a result of an issue arisen in their own class, school or within the local community/world. PSCH is integral to the development of children's values in order for them to become positive citizens in a forever changing world.'*

Our Monday PSCH assembly also looks at **events happening in the world** and discusses these with the pupils. In addition to this, this assembly always ends by looking at the protected characteristics to develop our pupils understanding of these.

By the time our pupils leave in Year 6, they have a clear understanding of the **British Values and their rights**. The British Values are discussed at the end of every KS2 Thursday assembly, and links are made to the assembly topic to show how they relate to different contexts, events or situations. Links to the British Values are make explicit in our PSCH curriculum, and these links are taught. Our pupils are also educated on their rights, as well as their responsibilities from KS1.

As a school, we also offer a number of **wider opportunities to discreetly develop our pupils understanding and ability to safeguard themselves**, such as the NSPCC number day, Anti-Bullying Week and Children's Mental Health Week.