

PSHE: The Wray Common Way!

Personal, Social, Health, Economic education

PSHE is an integral part of our school identity. The subject underpins our ethos and lays the foundations for our pupils to develop the knowledge, skills and attributes they need to be able to thrive as individuals, as family members and within society. The subject aims to support children in being able to keep themselves healthy and safe, and prepare them for their future. At Wray Common, we are whole heartedly committed to improving the life chances of each and every one of our children and therefore view PSHE as an essential and highly valuable part of the broad curriculum we offer.

The school ethos

PSHE is taught weekly in designated lesson time by the class teacher, however, its objectives are reflected through our whole school assemblies, weekly Thinking Thursday discussions and Celebration Assemblies. Each half term, we explore a theme, often linked to our PSHE focus, which deepens the children's Social, Moral, Spiritual and Cultural appreciation. Our teachers all deliver engaging and creative assemblies which prompt in-class reflections on a Thursday during our collective- worship time. As well as this, we celebrate children's successes in assembly by adding to our themed PSHE/SMSC display board. Our PSHE curriculum is enriched through a variety of visits throughout the year, including workshops and talks from members of the local community. Before children leave Wray Common, they will all have been educated in road safety, electrical safety, fire safety and partake in the Bikeability programme.

Goals and Aspirations

At the beginning of every academic year, the children reflect upon their personal strengths and achievements and identify areas they would like to improve. Children explore the importance of aspirations and the challenges they may face on their journey to self-improvement. We support our pupils in understanding that success is not a straight line and that perseverance and dedication is key.

Friendship and Anti-bullying

Qualities such as empathy, friendship and negotiation are central to our Friendship and Anti-bullying curriculum. From Reception through to Year 6 the children explore the myriad of emotions they, and others, may feel throughout their lives and the causes of these feelings. Going deeper each year, the children explore what it means to be a good friend and how they can be this to others. They look at issues that may arise within friendships and develop an understanding of responsibility of their actions through a range of activities, ranging from role play to writing letters of advice to a fictional character. As the children get older, they develop the skills needed to mediate moments of conflict within relationship. At Wray Common, we teach our children about the importance of recognising bullying and its many forms. Lower down the school, the children identify the difference between falling out with friends and repeated deliberate unkindness. As they get older, they dive deeper into some of the causes of bullying and look at the devastating, long-lasting effects it can have. Our Anti-bullying curriculum is linked closely with our Online Safety and children recognise that although cyber bullying may not be physical, the consequences for the victim are just as damaging. As children move through the school, they unpick difficult situations that may arise from peer pressure and they develop strategies to support them in these moments.

Online safety

As a school, we understand the world is changing and our curriculum aims to support our pupils in making safe choices in all areas of their life, including online. Our ethos of being caring, responsible citizens who live according to a moral compass is as applicable online as it is in the 'real' world. All year groups teach the SMART rules for using the internet, and right down from Reception, children are able to explain what to do when they are made to feel uncomfortable about something online. As the children get older, their understanding of how to use the web safely broadens, ranging from how to report fake news, to being able to trust people and

sources they may encounter. Although this part of curriculum is taught explicitly in dedicated lesson time, it is woven into our everyday conversations and computing sessions. We have termly E-safety assemblies and School Council and Digital Leaders have an active part in reminding children of the importance of being safe online.

Drug education

As part of our Healthy Life-Styles education, children learn about the impact of drugs upon our health. Lower down the school, the focus is on how drugs can be medicine and should be taken properly. They also learn about how our body works on a basic level and how to look after it. In the older years, as well as building on the children's understanding about the beneficial role of drugs, they also begin to learn about the risks associated with drug taking, peer pressure, related laws and the negative impact drug taking can have upon individuals and communities.

Financial capability

As part of developing children's understanding of the world, we incorporate a financial capability unit of work into our PSHE curriculum. In the younger years, pupils explore why we need money, how it is used, where it comes from and the financial choices we have. Children learn about the importance of saving and how to look after their money safely. As they get older, they discover how charities work and compare the difference between needs and wants. Before pupils leave Wray Common, we aim to provide them with an understanding of the degrees of risk and possible consequences involved in financial decisions and an awareness of how salaries are paid, including the role of tax.

Relationships and Sex education

A fundamental part of PSHE is equipping children with the tools they need to be able to safeguard themselves. This involves understanding personal boundaries, developing a language of assertiveness and knowing who to go to for help. These principles are core to our Relationships and Sex education curriculum and are built upon year on year. From their very first year at school, children look at the role of a family, drawing upon the idea that every family is unique. As they get older, they begin to explore different types of families. Children learn about their bodies, which parts are private (PANTS rule), how to keep themselves healthy and how their bodies change as they grow. The older children learn about changes they will face, or may be facing, and how to manage feelings that may arise alongside this. Feelings and relationships are an essential part of this unit. They develop an understanding of how to maintain healthy relationships, whether it be family or friends and, in upper KS2, romantic relationships. In line with the Science National Curriculum, all pupils learn about life cycles and in upper KS2 they learn about human reproduction.