

## 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 have the opportunity to partake in the Bikeability programme.

### Character

Our curriculum and wider school ethos enables children to develop their sense of character through providing opportunities for them to take ownership over their decisions and to develop resilience, both emotionally and in work ethic. As well as this, they will develop their own set of values and are encouraged to follow their moral compass. They develop an understanding of their role in society and how they can positively impact upon their communities, both locally and on a global scale. The children develop confidence in their ability to communicate their ideas and opinions, wants and needs. The development of character is interwoven into all of our curriculum units such as, *Goals and Aspirations* where children reflect upon their personal strengths and achievements and identify areas they would like to improve; *Conflict Resolution* where they are taught about how to manage conflict and the importance of communication; *Living in the Wider World* children explore what it means to be part of a community and how their actions can have an impact not just on their own lives, but the lives of others, including the impact upon the planet.

### Relationships

Qualities such as empathy, friendship and negotiation are central to our relationship 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. Later on in the year, all year groups explore different types of health and unhealthy relationships including the make-up of different families and commitments involved in establishing, maintaining and repairing relationships.

## **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 they 'meet' 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 online safety assemblies and School Council and Digital Leaders have an active part in reminding children of the importance of being safe online.

As well as this, safety features in our Looking After Ourselves unit where we look at the difference between risk, danger and hazard including how to stay safe in the sun, around water and fire and when using and road and rail. As part of this children will learn how to respond to an emergency with basic first aid. Children learn about the impact of drugs and alcohol upon our health. Lower down the school, the focus is on how drugs can be medicine and the rules around taking 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.

A fundamental part of PSHE is equipping children with the tools they need to be able to safeguard themselves. This involves understanding personal and physical 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. Children learn about their bodies, which parts are private (PANTS rule) and acceptable and unacceptable touch.

## **Wellbeing and Health**

Developing and promoting children's wellbeing is a key priority of our school ethos. To support children in understanding how to lead a healthy lifestyle, we deliver a Zones of Regulation curriculum that develop children's emotional literacy and ability to regulate their own feelings and identify the feelings and experiences of others. In addition to this, we explore the importance of healthy relationships, sufficient exercise, and a balanced diet. Higher up the school, children discuss the impact too much screen time can have upon their wellbeing, the importance of quality sleep and the implications of an unhealthy lifestyle. The older explore the idea that mental wellbeing is a normal part of daily life in the same way as physical health and it is common for people to experience mental ill health. We educate the children around how to look out for these signs and how and where to seek help.

In our RSE unit, children learn about 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 including experiences they may find embarrassing. In line with the Science National Curriculum, all pupils learn about life cycles and in upper KS2 they learn about human reproduction. In Upper KS2, we explore feelings and experiences related to gender identity and sexual orientation.

## **Living in the Wider World**

We aim to develop global citizens who have a deep understanding and appreciation for the world and all its people. This is supported in through our assemblies, Thinking Thursday, Soap Box assemblies, School Council and Wray Common Citizen passports. As part of our Living in the Wider World unit, children learn what it means to belong to a community locally, nationally and internationally and to recognise and appreciate the different groups that make up a community. As they get older, children will be able to recognise the benefits of a diverse community and the meaning of democracy in the context of the country they live in. Throughout the years, a

financial capability curriculum which explores why we need money, how it is used, where it comes from and the financial choices we have. As they get older, they discover how charities work and how our consumer choices impact upon people in other countries and our environment including the use of single use plastic. In addition to this, the children learn about the experiences they will need to be prepare for as they venture out into the world as young adults. This theme is closely linked to keeping safe, understanding how to use the internet responsibly and the legalities around alcohol, drugs and sex. Further to this, children are exposed to the range of different people, families, cultures and communities which are interwoven throughout the Wray Common curriculum.