



# Gosberton Academy

## PSHE Portfolio



## PSHE at Gosberton Academy

Our PHSE (Personal, Social, Health and Economic) curriculum is designed to assist our pupils in acquiring the knowledge, skills, and attributes they need to become healthy, independent, and responsible members of society. Our aim is to prepare our pupils to manage many of the most critical opportunities, challenges, and responsibilities they will face whilst growing up in rapidly changing and challenging times. It also helps them to connect and apply the knowledge they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. Our SRE curriculum is taught in PSHE lessons and woven into day to day discussions. For more information on our SRE curriculum, please see our website.

Through our PHSE curriculum we aim for our pupils to:

- Develop the confidence to share their own thoughts and opinions with others
- Develop the skills and attributes necessary to keep themselves healthy and safe
  - Develop the attitude of a responsible, global citizen
  - Show tolerance of others' beliefs, religions, and life choices
  - Build positive, respectful relationships with other people

In our programmes of study, we actively promote the British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance for those with different faiths and beliefs to prepare our students for life in Modern Day Britain.



## Teaching Mixed-Age Classes

Our teachers recognise that mixed aged teaching can be a challenge and they constantly adapt their approach to teaching and learning. They demonstrate a high level of flexibility and organisation in PSHE, to ensure that their provision caters for both age groups and includes all learners.

Mixed Aged classes generate a family of learners who support and care for each other. Older children have the opportunity to help others and be a leader, supporting younger learners to play and learn. At the same time, the older child is increasing an independence and competence.

At Gosberton Academy, we recognise learning happens individually, in small groups and as a whole class. Keeping children engaged, motivated and focused ensures they will learn regardless of the class they are in.

We have in place robust transition procedures which starts at the planning process, where teachers work collaboratively in PSHE. Good communication across classes fosters curriculum continuity. Teachers share information to ensure learners start confidently in their new class.



## Our Vision, Values and Aims

Gosberton Academy aims to provide a high-quality, **exceptional** education with first-hand learning experiences that are able to motivate and stimulate all learners. All learners will recognise the importance of the community in which they are educated and understand that the Academy is based at the heart of the community, bringing a **togetherness** of all stakeholders.

- All pupils and families will feel supported and integrated into the school life.
- Every pupil, regardless of their life experiences, can reach their full potential, growing in confidence and being **honest** to themselves.



H

**Honesty – Honest to each other but also, honest to themselves.**



A

**Aspirational- Aspirational staff, children, parents and families**



T

**Togetherness- Friendships, support, stakeholders, community, parents and staff**



E

**Exceptional- Exceptional behaviour, effort, attitude, progress and opportunities**



R

**Resilient- Never giving up, always wanting to succeed.**



# Gosberton Goals



## Long Term Plan

Term	Autumn			Spring			Summer		
Core Theme	Health and Wellbeing			Relationships			Living in the wider world		
Topics	Healthy Lifestyles	Growing and Changing	Keeping safe	Feelings and emotions	Healthy Relationships	Valuing differences	Rights and Responsibilities	Environment	Money



# PSHE Progression- Health and Well being

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What constitutes a healthy life-style including the benefits of physical activity, rest, healthy eating and dental health	To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals	School rules about health and safety, basic emergency aid procedures, where and how to get help	To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.	How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand	What positively and negatively affects their physical, mental and emotional health (including the media)
To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health.	About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.	To differentiate between the terms, 'risk', 'danger' and 'hazard.'	To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.	How their body will, and emotions may, change as they approach and move through puberty	About human reproduction
To recognise that choices can have good and not so good consequences.	How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others	To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they	What is meant by the term 'habit' and why habits can be hard to change.	To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others	To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
The importance of and how to maintain personal hygiene	About growing and changing and new opportunities and responsibilities that increasing independence may bring	The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others	About people who are responsible for helping them stay healthy and safe and ways that they can help these people	To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them	Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others
About the process of growing from young to old and how people's needs change	The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls		To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet	That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.	To recognise their increasing independence brings increased responsibility to keep themselves and others safe
That household products, including medicines, can be harmful if not used properly	Rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including sun, rail, water and fire safety).		Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others	That bacteria and viruses can affect health and that following simple routines can reduce their spread.	About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that some actions constitute abuse, are a crime and how to get support if they have
About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them	To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.			Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail, water and fire safety), and safety online.	About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
About change and loss and the associated feelings (including moving home, losing toys, pets or					

# PSHE Progression- Relationships

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To communicate their feelings to others, to recognise how others show feelings and how to respond	The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises	To recognise and respond appropriately to a wider range of feelings in others	To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.	To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	That civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class	To identify and respect the differences and similarities between people	That their actions affect themselves and others	To judge what kind of physical contact is acceptable or unacceptable and how to respond.	To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.	To be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so
To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)	To listen to other people and play and work cooperatively (building from Year 1 to further develop strategies to resolve disputes through negotiations)	To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.	The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.	To work collaboratively towards shared goals.	To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.
To identify their special people (family, friends, carers), what makes them special and how special people should care for one another	To offer constructive support and feedback to others.	To recognise and manage 'dares'	To recognise and challenge stereotypes.	To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours, use of prejudice based language, how to respond and ask for help	That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability
To recognise how their behaviour affects other people	To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how)	To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them	To recognise their increasing independence brings increased responsibility to keep themselves and others safe	To recognise and manage 'dares'.	To recognise and challenge stereotypes
To recognise what is fair and unfair, kind and unkind, what is right and wrong.	That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)	That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media		That their actions affect themselves and others.	To judge what kind of physical contact is acceptable or unacceptable and how to respond.
To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say	To understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others privacy.			To recognise and respond appropriately to a wider range of feelings in others.	To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.
To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable	To understand and adopt strategies to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help			How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online)	To understand that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for themselves or others
				To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership	
				To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.	



# PSHE Progression- Living in the Wider World

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To help construct, and agree to follow, group and class rules and to understand how these rules help them	That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).	Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules	To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities	To understand that everyone has human rights, all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.	To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people
How to contribute to the life of the classroom		To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices	That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment	That these universal rights are there to protect everyone and have primacy both over national law and family and community practices.	To know that there are some cultural practices which are against British law and universal human rights.
That they belong to various groups and communities such as family and school.		To think about the lives of people living in other places, and people with different values and customs		What being part of a community means, and about the varied institutions that support communities locally and nationally.	To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
To identify ways in which they are all unique; understand that there has never been and will never be another 'them'	Understand the ways in which we are the same as all other people; what we have in common with everyone else.			To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.	
To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 99 in an emergency	To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 99 in an emergency (build on knowledge and understanding from Year 1)	To explore and critique how the media present information.	To explore and critique how the media present information (build on Y5 understanding)	To critically examine what is presented to them in social media and why it is important to do so.	To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others
That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.	About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.		About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.	That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.	
				About enterprise and the skills that make someone 'enterprising'	To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of taxes)

# PSHE SMSC Links

We promote <u>Spiritual</u> development	We promote <u>moral</u> development	We promote <u>social</u> development	We promote <u>cultural</u> development
<p>By developing an awareness of and responding to other's needs and wants.</p> <p>By exploring meaning and purpose for individuals and society.</p> <p>By developing resilience and inner strength through Growth Mindset sessions.</p>	<p>By exploring what is right and wrong and to work out what we need to do in our school to make sure everyone is happy and able to learn and develop.</p> <p>By making explicit links to the Schools values and goals.</p> <p>We develop an understanding of what contributes towards a happy and safe school and class community.</p>	<p>By helping pupils to engage in a democratic process for agreeing the rules for community life e.g. creating class expectations/rules and electing class representatives for the Pupil Parliament.</p> <p>Each class creates a collective set of class learning rules and agree to follow the rules through the year.</p> <p>We create opportunities for learners for exercise leadership and responsibility through Pupil Parliament, Mini Police and Playground Leaders.</p>	<p>By exploring how different cultures can offer insights into how we lead our lives.</p> <p>By celebrating similarities and differences in relation to our class and local communities.</p> <p>We recognise a variety of cultural celebrations and events each year.</p> <p>We take part in events in the local area, such as Harvest and the flower festival.</p> <p>We learn about the cultures of our class countries and compare them to our own.</p>

**British Values:** At Gosberton Academy, we use strategies within the national curriculum and beyond to secure an understanding of British Values for learning. We weave the British Values throughout all of our lessons. A high proportion of class based work sees the value of mutual respect woven throughout the lessons. From sharing ideas, celebrating good work, valuing others contributions, or discussions and debates – mutual respect is key. Teachers and staff aspire to create classroom environments where respect and tolerance are highly prioritised.



# Awards

We celebrate achievements and accomplishments daily at Gosberton Academy. Each class use Class Dojo as a tool to reward children for displaying and demonstrating our School Values.

We hold a celebration assembly every Friday where children receive awards for behaviour, effort, team work, presentation, reading and times tables.





# PSHE at Gosberton Academy





"PSHE gives us time to reflect on feelings, behaviour and life experiences"

Year 6

"I enjoy work around Growth Mindset. It gives me ideas on how I can look at things differently."

Year 3

"I like that PSHE is in everything we do. It's in all our lessons and our life in School."

Year 5

# What do we love about PSHE at Gosberton?

"I enjoy having discussions about important issues in the world with my teachers and my classmates"

Year 4

"PSHE helps me to make the right decisions and see things from other people's point of view."

Year 3



Assessments: Low stake  
Quizzes, Questioning and Quick  
fire

Self Assessments and  
Peer Reviews

Enquiry based  
lessons

Progressive  
Curriculum building on prior knowledge

Whole Class  
Debates

# Capturing Our Knowledge

Application of knowledge  
through cross curricular

Knowledge Organisers

Pre-Teaching

Transition preparation for  
Secondary School and across  
phases with Primary

Use of technology to  
record learning

Whole School  
Assemblies

