

# PSHE/Relationships and SMSC Deeper Review

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## Overview and Whole-School

For 2021-22 the subject of PSHE and Relationships was led by the Head Teacher, with the support of a team comprising the Pastoral Team and the Mental health/Wellbeing lead.

From Early Years to Year 6, teachers continued to deliver the SCARF programme as the main resource.

Pupils in Year 6 (only) continued to be offered the unit on Sex Education as an opt-in.

As in the initial consultation on the subject, there were no complaints or issues raised by families and/or the community.

The great majority of children in the school work and understand at least at the expected level for their age.

PSHE SMSC and values are strongly linked. Wherever possible, lessons make explicit links to the school, Trust and British values.

Learning is backed with weekly assemblies, HT/SLT and then a class follow-up, relating to PSHE and Relationships and SMSC. For 2021-22, coverage in these was broadly as follows:



Autumn 2021-22: Human Rights – the Universal Declaration, history and development of and closer focus on key rights.

Spring 2021-22: Discrimination and Protected Characteristics

Summer 2021-22: UN Sustainable Development Goals

Weekly assemblies with religious and moral content were delivered by a representative of the local C of E Church, alternating with a representative of the local Mosque. In all of these, the theme remains on finding commonality in values and morals.

Pupils demonstrate understanding of the values and ethics and are able to articulate these. Behaviour and relationships reflect the success in this area. Incidents of discrimination and /or bullying are extremely rare. Pupils engage in community projects, support charities and engage in social action as part of the curriculum.

Wellbeing Time is built into the extended school day and is highly valued by children and families. A group of older children are trained and work with the Pastoral Team to support the wellbeing of other children. The Wellbeing Lead works directly with children and adults.

The great majority of pupils show high levels of Wellbeing and Engagement on termly Leuven assessments.

<b>Reception</b>	<b>What you did</b>	<b>WWW</b>	<b>EBI</b>	<b>% Children working broadly at expected levels</b>
<b>2021-22 Coverage SCARF</b>	Me and My Relationships, Keeping Myself Safe, Growing and Changing, Valuing Difference, Rights and Respect, Being My Best.	Structure that supports our topics and includes a variety of age appropriate topics.	We are working to link more video resources to the SCARF programme as it is very text based.	<b>80</b>
<b>2021-22 coverage any other PSHE or wellbeing time</b>	We have covered *Yoga *watched Treasure Champs to discuss emotional skills and values *My First Festivals to explore different cultures and respect *Used book "An Emotional Menagerie" to promote emotional literacy.	Adapting well-being time to the cohort needs gives us the opportunity to provide a responsive and timely curriculum .	In 2022-23 we will devote even more time on the timetable to this area.	No need for anything here!
<b>Any training or CPD you did relevant to the area of PSHE Relationships</b>	Researched and worked with Pastoral team to support children with behavioural needs, writing personalised Social Stories.	Extremely useful resource and approach to support a child and family.	Will use Social Stories to introduce behavioural concepts to ALL children.	
<b>Topic – values development</b>	Our topic "Getting Along and Fairness" encourages children to question the behaviour of character's in traditional tales. We learn about building relationships and give the characters advice on rectifying their mistakes. In "Parkdale in the Past" we discuss how life was for children in the time of Parkdale's opening (the 1930s). We find out about discrimination (gender), poverty and how different the demographic of Carlton was.	Children are extremely engaged in these topics. They enjoy the new perspective on traditional tales. They also develop key Historical skills (compare and contrast) throughout.	We would like to include more experiences of life 'in the past'.	

Year 1	What you did	WWW	EBI	% Children working broadly at expected levels
<b>2021-22 Coverage SCARF</b>	Followed the 6 half-termly units laid out on the SCARF website. -Me and my relationships -Valuing difference -Keeping safe -Rights and respect -Being my best -Growing and Changing	The planning was easy to follow and included all the information / powerpoints and worksheets ready to use.	Some of the stories and examples in the planning needed to be adapted slightly due to their length.	<b>94%</b>
<b>2021-22 coverage any other PSHE or wellbeing time</b>	Yoga and practicing breathing techniques to feel calm. Taking time out of our busy days to reflect and calm activities such as mindfulness colouring. We take brain breaks with movement, dance and singing. Focus on texts such as Ruby's Worry and The Colour Monster to nurture a greater understanding of our emotions.	Having the freedom and encouragement to add wellbeing activities into the day to fit with the needs of the classes.	Sometimes we ran out of time to fit in the additional wellbeing activities as the timetable is so full.	
<b>Any training or CPD you did relevant to the area of PSHE Relationships</b>	April has given lots of advice and ideas throughout the year.	Being able to ask April as and when required.		
<b>Topic – values development</b>	In year 1 we are continually linking SCARF and wellbeing activities to the School and Trust values	We referred to the values display in the classroom and rewarded Dojo points and house points for children who were showing these values.	Values assembly will raise the profile of the values even more and encourage the children to work towards showing the values.	

Year 2	What you did	WWW	EBI	% Children working broadly at expected levels (estimate will suffice)
<b>2021-22 Coverage SCARF</b>	Followed the 6 half-termly units laid out on the SCARF website. -Me and my relationships -Valuing difference -Keeping safe -Rights and respect -Being my best -Growing and Changing	-Easy to follow and interesting lesson plans -Great outlines for further conversation and discussions	-Visual displays (ppt) were available to prompt the lesson progression – saves having to keep referring to a narrative on A4	<b>96%</b>
<b>2021-22 coverage any other PSHE or wellbeing time</b>	-Big Panda, Tiny Dragon by James Norbury 50Things activities -Reflective Journal lessons based on National events of the day.	-Flexibility to add lessons in where they 'best fit' with the events of the week/ time table	-Events diary in advance would help with planning of 'special events'	
<b>Any training or CPD you did relevant to the area of PSHE Relationships</b>	Liaise with April Troop for support and guidance with any arising issues.	-Supportive		
<b>Topic – values development</b>	-continually linking SCARF and wellbeing activities to the School and Trust values	-Displaying values in the classroom to refer to after the lesson has finished to show we are still looking for this in children.	-Values were discussed as an assembly focus. Help children to realise it is a whole school focus, not just a thing we talked about one lesson last term...	

Year 3	What you did	WWW	EBI	% Children working broadly at expected levels (estimate will suffice)
<b>2021-22 Coverage SCARF</b>	Followed the recommended Year 3 Coverage from the SCARF website: Me and My Relationships Valuing Difference Keeping Safe Rights and Respect Being my Best Growing and Changing	Good initial resources to adapt the lessons	Could Include case studies through video & direct links could be made to other subjects through Coral	96%
<b>2021-22 coverage any other PSHE or wellbeing time</b>	Wellbeing through the books: Don't worry be happy Big Panda and Tiny Dragon Be You	Excellent well planned lessons with all resources supplied.	None Other than wish there was more hours in a day to spend more time on extensively planned lessons	
<b>Any training or CPD you did relevant to the area of PSHE Relationships</b>	Digital training to present the lessons.	April available for Well-being	Access to specialists in the areas or videos for the children	
<b>Topic – values development</b>	Incorporated most of the British values in Well Being and PSHE	Some areas overlapped so we were able to use retrieval. Not all areas needed to covered as some were achieved as part of Science etc.		

Year 4	What you did	WWW	EBI	% Children working broadly at expected levels
<b>2021-22 Coverage SCARF</b>	Followed the curriculum for year 4 laid out on the SCARF website. -Me and my relationships -Valuing difference -Keeping safe -Rights and respect -Being my best -Growing and Changing	-Easy to follow and interesting lesson plans -Great topics for discussion in depth	-Visual displays (ppt) were available to prompt the lesson progression – saves having to keep referring to a narrative on A4	<b>90%</b>
<b>2021-22 coverage any other PSHE or wellbeing time</b>	-Big Panda, Tiny Dragon by James Norbury -Don't Worry Be Happy -Proudest Blue 50Things activities -Reflective Journal lessons based on National events of the day.	Lesson basics to help with how to use the books and implement into lessons.	-Events diary in advance would help with planning of 'special events/values'	
<b>Any training or CPD you did relevant to the area of PSHE Relationships</b>	Communicated with Jenny W & April re ideas and books to use	Very helpful		
<b>Topic – values development</b>	- SCARF is well connected to our school & Trust values	Discussion of the values, especially if PH had done the assembly that week/prior to link altogether.	A progression of how to teach the values.	Or here!

Year 5	What you did	WWW	EBI	% Children working broadly at expected levels
<b>2021-22 Coverage SCARF</b>	Followed the 6 half-termly units for Y5 outlined on the SCARF website. <ul style="list-style-type: none"> <li>- Me and my relationships</li> <li>- Valuing differences</li> <li>- Keeping safe</li> <li>- Rights and respect</li> <li>- Being my best</li> <li>- Growing and changing</li> </ul>	Lessons are easy to follow and are often relevant to the time of delivery.	Powerpoint slides to go alongside the lessons.	90%
<b>2021-22 coverage any other PSHE or wellbeing time</b>	Big Panda, Tiny Dragon book Don't worry be happy book Extracts from 'The boy, the mole, the fox and the horse' 50 things/ TED activities Reflective journal lessons based on the values. Sessions with JW on friendship/ circle time	Able to adapt and tailor lessons to fit the needs of the pupils.	Key events	
<b>Any training or CPD you did relevant to the area of PSHE Relationships</b>	Discussion with JH, JW and AT surrounding books to use and lesson ideas.	Lots of support		
<b>Topic – values development</b>	Linking SCARF and wellbeing to the school and trust values	Values display in the classroom where work/pictures linking to the relevant value could be displayed.		



Year 6	What you did	WWW	EBI	% Children working broadly at expected levels
2021-22 Coverage SCARF	Y6: Followed the 6 half termly units as outlined by SCARF: <ul style="list-style-type: none"> <li>• Me &amp; My Relationships</li> <li>• Valuing differences</li> <li>• Keeping safe</li> <li>• Rights &amp; respect</li> <li>• Being my best</li> <li>• Growing &amp; changing</li> </ul>	Having a progressive sequence of lessons to follow and to ensure coverage of a wide variety of themes.	Some of the sessions included activities which needed to be adapted due to time constraints and finding more valuable ways of teaching the content.	90%
2021-22 coverage any other PSHE or wellbeing time	Y6: The Big Panda book You are Awesome book by Matthew Syed Mindfulness, breathing techniques, yoga and bursts of meditation References to Marcus Rashford book as this was read in Y5 and pupils engaged with this – lots of valuable messages  DAaRT sessions provided by external educator – a block of lessons covering the themes: Drugs, Awareness and Resilience Training.  Online Safety – Google Internet Legends & Digital Wellbeing lessons	<ul style="list-style-type: none"> <li>• Integrating PSHE/Wellbeing in response to needs identified in the year group, i.e. online safety concerns and potential cyber bullying outside of school (use of What's App/Social Media)</li> <li>• Integrating opportunities for discussion around PSHE topics, where these were most suited to the themes covered, i.e. inequality was covered in greater depth during our Peace &amp; Conflict topic, concerns around climate change (Green Clean World)</li> <li>• DAaRT sessions – pupils engaged well with these sessions and presented their learning in a</li> </ul>	<ul style="list-style-type: none"> <li>• Integrating core wellbeing texts, where appropriate, which support our themes (History/ Geog/ Science) and build upon Wellbeing messages.</li> </ul>	

		<p>graduation assembly at the end of the year.</p> <ul style="list-style-type: none"> <li>Integrating digital online safety &amp; digital wellbeing half termly at the beginning of the half term &amp; additionally where required.</li> </ul>		
<b>Any training or CPD you did relevant to the area of PSHE Relationships</b>	<p>Attending DAaRT sessions with Y6, we learnt more about the key areas of coverage and how to discuss issues around drugs, alcohol abuse etc.</p> <p>How to use the SCARF scheme of work – external SCARF provider.</p>	<p>Accessing external training where needed.</p>	N/A	
<b>Topic – values development</b>	<p>Identity:</p> <ul style="list-style-type: none"> <li>Democracy/ Rule of Law/ Equality – suffragettes, visited National Galleries of Justice to understand court system and parliament.</li> <li>Freedom of speech – Reduce carbon footprint speeches, studied other activists, Black Lives Matter speeches</li> </ul> <p>Sustainable Development:</p> <ul style="list-style-type: none"> <li>Environment/ Respect/kindness for the environment – Save The Bees project, bee hotels, book creator outcomes</li> </ul> <p>Peace &amp; Conflict:</p> <ul style="list-style-type: none"> <li>WW2, conflict around the world – Democracy, Physical &amp; Moral Strength</li> </ul>	<ul style="list-style-type: none"> <li>Interweaving many key values throughout the curriculum, using class and group discussions and some of these discussions leading to written outcomes (Parkdale's Carbon Footprint speeches &amp; videos, BLM speeches/videos). Planning opportunities and also responding to events which were current (COP26).</li> </ul>	<p>2022 –2023, to be more intentional in talking about the values across the curriculum, use of values display and develop pupils' confidence in talking about the values.</p>	

## Development 2022-23

Action	Rationale	Lead	Progress/Outcomes
<b>To have a values display in every classroom and learning space.</b>	To further raise the profile of the values. Standardise the display for clarity and prominence	T&L Lead	Sept 2022, all classrooms and learning spaces have a display. The school rules, value and anti-bullying charter are clearly visible.
<b>Consider further development of teacher resources such as powerpoints to support SCARF</b>	Raised as an EBI by teaching staff.	HT	
<b>Implement a 'Values Assembly' and revisit the behaviour system to further embed positive values</b>	A small number of children do not show a good level of recall/understanding of the values. It would be beneficial to link behaviour rewards to values.	DHTs	Star Assembly re-launched as Values Assembly. House Points system re considered to be tied in directly and explicitly with values rather than just work outcomes.
<b>Quality assurance of the impact of PSHE/SMSC/Wellbeing on pupils with Special Needs</b>	There has been no specific evaluation of impact of SCARF since it was implemented in 2020.	SENDCo	
<b>Investigate and implement way to make SCARF more accessible to EY children</b>	An EBI raised by staff, who feel it is too text based.	EY Lead	

<b>Identify a new delivery partner for the Christian themed Wednesday assemblies</b>	Rev'd Deborah has left the area and the church has not appointed a new vicar.	HT	Request made of the Southwell Diocese, Sept 17 <sup>th</sup>
<b>Introduce a wider variety of guests/workshops from outside of school to support the delivery of SCARF</b>	Introduce the children to a wider range of real people from the community – age, gender, differently able, neuro-diverse etc as part of valuing difference.	HT	